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ABSTRACT

This publication presents a collection of true stories that demonstrate the ways in which children's and parents' lives have been enriched as a result of their involvement with Project Head Start. The stories describe remarkable achievements, often made in the face of great disadvantages and difficult circumstances, which illustrate, through real-life situations Head Start's benefits to children, families, and communities. The stories demonstrate that developmentally appropriate, comprehensive Head Start programs help families establish a place for themselves in the mainstream of American society. Other topics covered include: (1) benefits of Head Start for handicapped children; (2) educational and career opportunities Head Start offers to parents; (3) the way in which parents build self-confidence through participation in the program; and (4) ways in which the community benefits from the contributions to society made by Head Start participants and programs. It is maintained that Head Start's comprehensive child development program has laid the foundation for children's successful transition to elementary school and achievement through the educational process. (RH)

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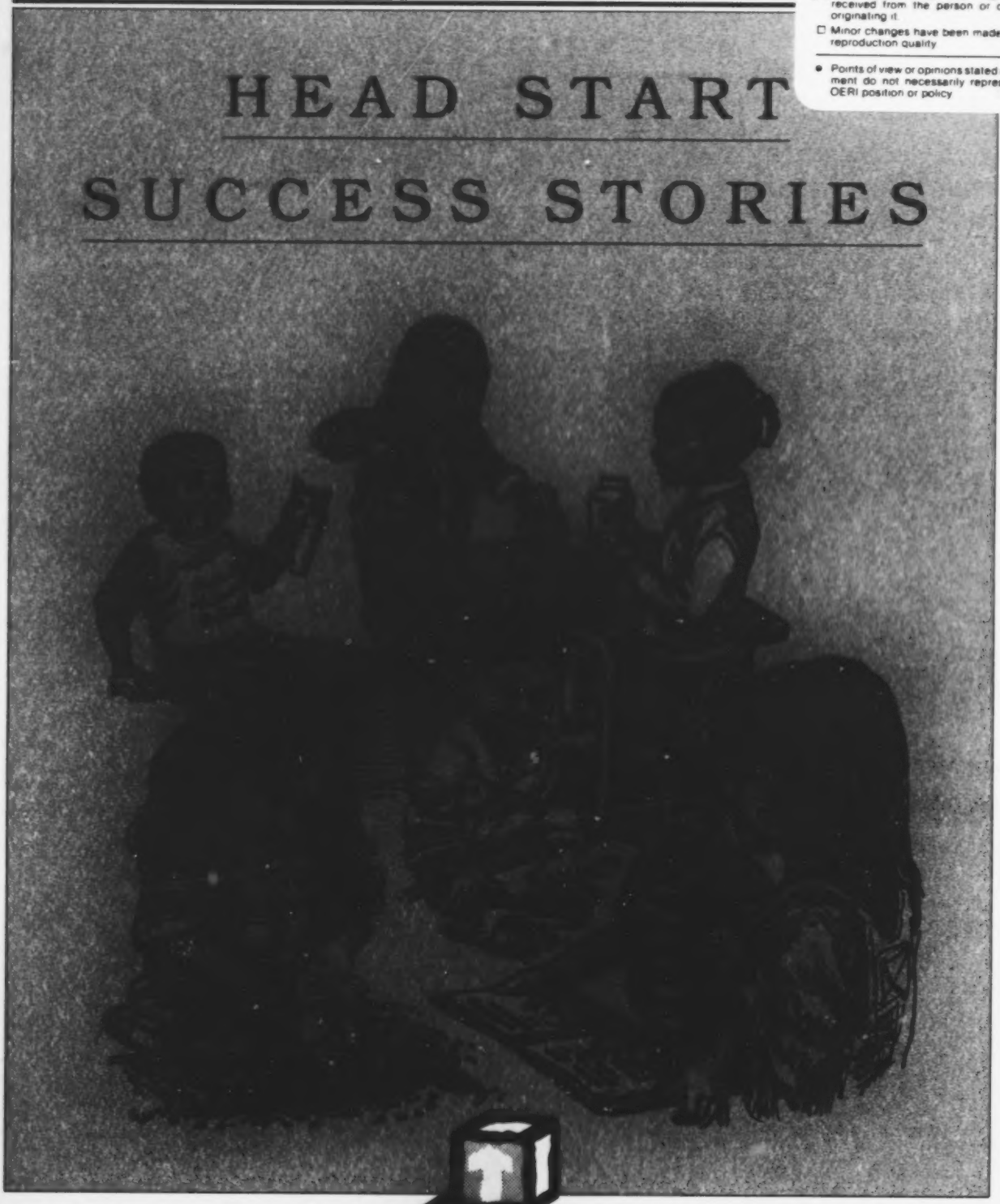
HEAD START

SUCCESS STORIES



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JANUARY 1990

HEAD START
SUCCESS STORIES

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Head Start makes life better for families and communities

Project Head Start, launched as an 8-week summer program by the Federal Government in 1965, was designed to help break the cycle of poverty by providing preschool children of low-income families with a comprehensive program to meet their emotional, social, health, nutritional, and psychological needs. The overall goals of the program are to help develop children's social competence (socio-emotional and cognitive development) and to promote families' self-sufficiency. Head Start has served over 11 million children and their families in hundreds of locally sponsored programs throughout the United States and its territories. Its services have enhanced the lives of the culturally diverse peoples in the country.

Over the years increasing evidence of Head Start's positive impact on children and families has emerged. This publication presents a collection of true stories that demonstrate how children's and their parents' lives have been enriched as a result of their involvement with Head Start. The stories describe incredible achievements, often made in the face of great disadvantages and difficult circumstances. These stories illustrate, through real-life situations, Head Start's benefits to children, families, and communities.

What these stories tell us more than anything else is that developmentally appropriate, comprehensive Head Start programs help families establish a place for themselves in the mainstream of American society. Through Head Start, families isolated by poverty are able to connect with other people and institutions in their community, so parents and children together can learn and grow as productive members of society.

As the stories demonstrate, Head Start's comprehensive child development program has laid the foundation for successful transition to elementary school and positive achievements throughout the educational process. The stories tell of children's involvement in school clubs and community organizations as well as high school and college graduations and employment successes. Head Start has provided opportunities for parents to become employed, to learn to read and write, and to receive training that supported economic independence. For those who become program staff, career ladders and professional growth opportunities have been strongly endorsed and utilized. Head Start has raised the consciousness of communities concerning such issues as appropriate preschool education, children in poverty, child abuse and neglect, and child care. Head Start parents and staff have provided leadership at both the community and State level in setting standards for all children.

The stories in this book are divided into the following categories:

CHILDREN

Head Start influences children's school performance
Head Start fosters children's success in life
Handicapped children benefit from Head Start

FAMILIES

Head Start offers educational and career opportunities for parents
Parents build self-confidence through program participation
Head Start makes a difference in families' lives

COMMUNITIES

Communities benefit from the contributions made by Head Start participants and programs to society

Information for the stories in this publication was provided by local Head Start programs, the Head Start Regional Training and Technical Assistance Resource Centers, the Administration for Children, Youth and Families (ACYF) Regional Head Start Offices, and the National Head Start Office. Hundreds of success stories were received from and about former and current Head Start parents and children. All these stories could have been included in this book had there been enough space, and certainly many more Head Start success stories exist. This book includes a representative sample of all the stories received.

CHILDREN

Head Start influences children's school performance

Head Start focuses on developing social competence, meaning "the child's everyday effectiveness in dealing with both present environment and later responsibilities in school and life" (Head Start Program Performance Standards, 1984). In addition to building the child's self-confidence, curiosity, and conceptual and communication skills, Head Start improves the child's health and physical abilities.

Research studies are virtually unanimous in concluding that Head Start has immediate positive effects on children's cognitive ability. The long-term impact on children appears to be in reducing school failure and in helping children to persevere even in the face of academic difficulties and to develop a positive and involved relationship with their school.

Certainly many Head Start children, with their parents' involvement and guidance, have achieved academic success. For countless participants, Head Start has been part of the foundation underlying these achievements.

Joe Dale Willis
St. Joe Head Start
St. Joe, Arkansas

Joe Dale Willis was fortunate to be enrolled in a Head Start program in St. Joe, Arkansas, in 1971. Joe soon began to learn eagerly and became friends with everyone. He went on to first grade and was reading words like "agriculture" and "convention" by the first semester.

Towards the end of the second grade, the teacher informed Joe's parents that she had given him books to read through the sixth grade level and didn't know what to do with him next. However, she did interest him in history through books, stories, and pictures. This was a subject he loved and continued to love throughout his school years. He was valedictorian of his sixth grade class and carried a 4.0 grade point average in elementary and high school.

In high school, Joe received so many awards that the speaker at his tenth grade commencement said, "Joe, just stand here awhile." He played basketball, was an officer in the Beta Club, and participated in several other extracurricular activities. He also served as a class officer every year. He was valedictorian of his senior class and received several academic and athletic awards.

Joe decided to continue his education through the local junior college in Harrison. He was awarded his associate's

degree in 2 years while maintaining a 3.75 grade point average and elected to go to the School of the Ozarks in Missouri to complete his degree. During his 2 years there, he won the Howard Slagle Business Award and maintained a 3.85 grade point average. Joe is a business major and hopes to own his own business. His parents feel that his love for learning was enhanced by his early involvement in the Head Start program. His teachers and friends say that Joe is a real "Head Start success story."

Henry Gentry
Banneker Head Start
Kansas City, Missouri

It's been 20 years since he attended Banneker Head Start in Kansas City, Missouri, but Henry Gentry still remembers the old brick building. He also remembers his teacher, who, for Henry, coming from a single-parent home, was a role model.

Henry says, "Through Head Start, I learned that learning was *fun*." He says his mother's emphasis on the importance of education was also significant in his achievements.

As a Lincoln Academy High School student, Henry was elected to the National Honor Society and to a class office and was a member of the Chess Club, Math Club, and debate team. He was also selected as "Best of '84" and was presented the Presidential Academic Fitness Award.

At Kansas University in Lawrence, he majored in Accounting and Business, maintaining a 3.4 grade point average. As a fraternity member and secretary, Henry was voted Omega Man of the Year. While serving as president of Minority Business and as a member of the student council and the Academic Advisory Board, he made the Dean's List and was a District Scholar, Mortar Board senior honor society member, and recipient of the Kansas University Merit Award for 1987.

For 4 years, Henry was a member of the national nonprofit Inroads Program for talented minority students of business and engineering. "Its purpose is to train members for leadership in their communities and corporate America," Henry explains. He was the Inroads Program's Outstanding Male Scholar and Outstanding Business Student and won the program's Director's Award.

Henry received his bachelor's degree in May 1988 and is now an auditor with a national accounting firm. True to his lifelong love of learning, Henry plans to pursue a graduate degree.

Guadalupe Bujanda
Booker T. Washington Head Start
Phoenix, Arizona

"He can be anything he wants. He is eager to learn everything, is respectful, and cares about others. From a group of 100 children, one could easily pick him out as exceptional." These are words describing Guadalupe Bujanda, a student at Palm Lane School in Phoenix, Arizona. America, Guadalupe's mother, describes her son as a good boy who has already started saving for his college education.

Guadalupe attended the Booker T. Washington Head Start program from 1982 to 1983. He has fond memories of Head Start as the yellow building with a boot on its roof where he was exposed to reading. He especially remembers books, painting, and having fun.

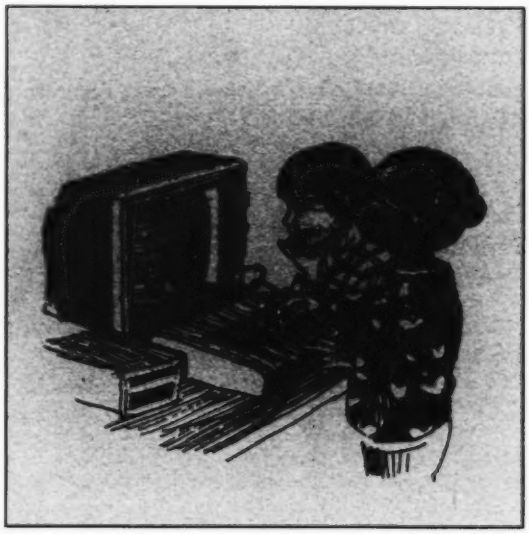
When Guadalupe and his family came to the United States from Mexico, none of them spoke English. Today he is an outstanding student with exceptional academic abilities and leadership qualities. Among his recent accomplishments in his young academic career are being named the Superintendent's Super Student, achieving straight A's, and being a member of the honor chorus. He is also an accomplished musician who plays saxophone in the school's advanced band. In his leisure time, Guadalupe can be found playing basketball.

He aspires to become an actor, lawyer, or singer when he grows up because he feels any one of those can accomplish great things with hard work. Guadalupe already serves as his mother's translator at parent-teacher conferences.

Terriseda Kirby
Morgan County Head Start
Deer Lodge, Tennessee

Looking back, Terriseda "Terri" Kirby believes that "picture reading" in Head Start instilled in her a love for books and reading that helped her throughout her academic career. Growing up in a rural area, she found that reading enabled her to explore many different ideas. She received the history award from high school and was listed in Who's Who Among American High School Students. Terri also was a member of the band and worked on the school newspaper.

She developed interest in a health career and decided to go into the field of radiology. Attending on a scholarship, she earned an associate's degree in Radiologic Technology at Roane State Community College. Currently employed at a local hospital, Terri is about to return to school to further her education.



Canvalyn Charles
Jefferson Davis MET-LA Head Start
Jennings, Louisiana

"I am very proud to say that I'm a Head Start product," proclaims Canvalyn "Candy" Charles, who attended Louisiana's Jefferson Davis Motivation, Education, and Training-Louisiana (MET-LA) Head Start in 1974. Candy credits the program with giving her not only a solid educational foundation, but also lessons in friendship, communication, and peer interaction. According to Candy, Head Start "pointed me in the right direction and started me on my way."

Candy won numerous awards in high school. She graduated from Lake Arthur High School as the 1988 class valedictorian. At present, she is a 4.0 student attending Grambling State University on a full academic scholarship. She is majoring in Chemistry and preparing for a career in pediatrics.

Nia Danielle Banks
St. Paul Head Start
Greensboro, North Carolina

Nia Danielle Banks' participation in Head Start laid a strong foundation for her educational success. Nia attended the St. Paul Head Start program in 1978. She is a vivacious high school student who, according to her Head Start mentors, "has a good head on her shoulders and knows how to use it."

Nia has excelled in virtually all her academic pursuits, particularly in mathematics and science. She has won awards and certificates in drafting, art, and space station design at the U.S. Space Academy.

In the summer of 1989, Nia went on a 21-day goodwill trip to the Soviet Union with the People to People Youth Science Exchange Program. She was also chosen to participate in a special educational program at the North Carolina School of Science and Math.

Eric Dean Williams
Little Rock Highland Head Start
Little Rock, Arkansas

Eric Dean Williams was among a throng of youngsters who opened the Little Rock Highland Head Start Center in 1966. Later he enjoyed academic successes at Boy's State, Little Rock Central High School, and the Governor's School. Eric graduated from the University of Arkansas with a bachelor's degree in Journalism and is now employed with the *Arkansas Democrat* as a copy editor.

Melissa Robison
Allegany County Human Resources Development Commission, Inc., Head Start
Cumberland, Maryland

In 1972, Melissa "Missy" Robison entered Head Start as a shy 4-year-old. The Head Start environment and program stimulated Missy's educational and social growth and development. Since then, Missy has gone on to succeed in school, from elementary school through college. She has been a member of organizations such as the National Honor Society, Senior Chorus and Ensemble, Tri-H-Y, and Yearbook.

Missy attended Frostburg State University, Frostburg, for 3 years and was awarded a scholarship to Johns Hopkins University, Baltimore, where she was named to the dean's list during her first semester. Melissa is a goal-oriented, ambitious person who plans to obtain a doctorate degree after she graduates. Currently she is a nursing intern at Johns Hopkins Hospital.

Head Start fosters children's success in life

Head Start helps children develop an "I can" attitude that stays with them through life. This attitude helps them not only academically but also in their personal lives and careers.

Therese C. Gallimore
Inarajan Head Start
Inarajan, Guam

For Therese C. Gallimore, participation in Head Start was the impetus for her becoming a teacher. From 1968 to 1969 young Therese attended the Inarajan Head Start Center. "My interest in teaching all came about with my first experience of going to Head Start. The teachers showed so much caring and patience, and a love in teaching, that sparked an interest in me."

Following Head Start, she attended the Inarajan elementary and junior high schools, graduating in 1980 from the George Washington High School in Mangilao. Therese enrolled in the University of Guam in 1980 and graduated 4 years later with a degree in Elementary Education and a minor in Music.

Since her graduation, she has taught Music, Chamorro, and Art at the middle school level, switching to kindergarten in 1987. "Teaching has been a worthwhile and wonderful experience. As my students learn from what I teach them, they provide me with many happy memories and thoughts to ponder on my own. They have become my teachers in [a] way," she says.

Therese is currently studying for a master's degree at the University of Guam and hopes that she has been able to touch the lives of her students just as Head Start teachers did hers.

Marcia D. Dodrill
Southwest Community Action Council Head Start
Huntington, West Virginia

Twenty-four years ago in a Huntington Head Start classroom, Marcia Dodrill began her formal learning experience. "What I loved about Head Start was the interaction with other children," she says.

Marcia attended Milton High School, where she was a cheerleader and co-captain of the volleyball team before graduating in 1978. Following high school graduation she enrolled at the Huntington College of Business for a 27-month program in court reporting and completed the program in 18 months with an associate's degree.

Marcia is currently employed with the Cabell County Circuit Court, a job she acquired after holding a similar position with the State of West Virginia. Still a fan of the Head Start, she attended its 20-year anniversary celebration in Washington, D.C.

Craig Caspersen
Central Nebraska Community Services, Inc. Head Start
Dannebrog, Nebraska

Tuning in a segment of Charles Kuralt's "Sunday Morning" on the CBS television network might provide a glimpse of a former Nebraska Head Starter. Craig Caspersen has helped produce several programs and has appeared in a few, depicting life as a Midwest farmer.

Craig entered the Dannebrog Head Start program 20 years ago. "I was the oldest of seven children, and it was where I learned how to meet other people." Asked about the activities he liked best, he replies, "Fingerpainting was my favorite, and the field trips."

As a Political Science and Sociology major at Kearney State College, he took a lively interest in global politics, participating twice in a Model United Nations in Regina, Saskatchewan, Canada. On campus, he served as president of both his Political Science class and a service fraternity. The fraternity assisted the elderly, decorated the town's Christmas trees, and volunteered at the Kearney Head Start program.

After graduation from Kearney State College and a 2-month internship in Nebraska representative Virginia Smith's office in Washington, D.C., Craig returned to the family farming business in Boelus, Nebraska. He maintains a lively interest in people and politics everywhere.

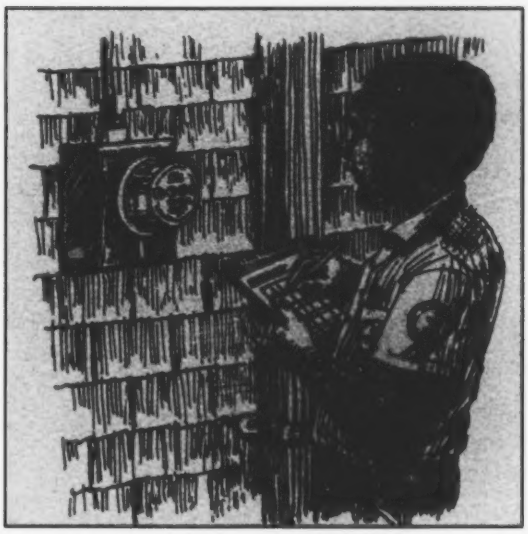
Summarizing his experiences with Head Start, Craig said two things stand out: the program's educational opportunities and its volunteers. He also notes the participation of fathers in the program. Although the Kearney program, like most Head Start programs, has many single mothers, Craig says, "The unique thing about Kearney Head Start is the fathers. Those fathers maybe don't have a lot of money, but they give their time to their children."

Cheryl Bundrage
Manatee County Head Start
Bradenton, Florida

Cheryl Bundrage has tried to pass on to others the kind of help she got in Head Start 20 years ago. Head Start helped her master preschool readiness skills, placing her ahead of her classmates when she enrolled in kindergarten. Head Start "prepares you early enough for what one would expect to have accomplished for preparation to kindergarten," Cheryl says.

This foundation has translated into an impressive academic and professional career. In school she won numerous academic awards and was selected twice for Who's Who in American High Schools. Since her graduation from the University of South Florida with a bachelor's degree in Applied Mathematics, she has been employed with an insurance company as a claims adjustor.

Cheryl's Head Start experience instilled in her a sense of community involvement, and she is particularly interested in helping other students educationally. In college, she tutored blind students in Math; today she tutors Head Start staff who are seeking to complete courses of study. Cheryl sums up her Head Start experience as giving her "a positive outlook on life."



Brandon Adams
North Topeka Head Start
Topeka, Kansas

Brandon Adams, who attended the North Topeka Head Start in 1982, could be called one of Head Start's "stars." After his family moved to California, he began a career in show business. His first commercial was with Lionel Richie for Pepsi.

At age 10, Brandon has a resume that includes other television and newspaper ads—for Wendy's (with Kool and the Gang), Clorox, Whirlpool, McDonald's, and Levis 501 jeans. He is perhaps best known, however, for his work with Michael Jackson. He sang and danced as Baby Bad in the "Moonwalker" video and has performed with Jackson around the world.

Brandon has also appeared on numerous television shows, including "Motown Review," the "Dolly Parton Show," "Benson," "Different Worlds," and "Bleeps and Bloopers." Under a contract with Disney Studios, he most recently co-starred with Phylicia Rashad and Keisha Knight-Pulliam in the feature film "Polly," aired in November 1989.

According to Brandon's family, Head Start helped him overcome his natural shyness. It also helped with another problem. Brandon was always unhappy when he awoke in the morning or after a nap. He would cry and cry and cry. After a short time at Head Start, Brandon looked forward to playing with other children so much that the end of his naptime became a happy time.

Sundee Renee DeFils
Cenla Community Action Committee, Inc., Head Start
Alexandria, Louisiana

Not only was Sundee Renee DeFils the first black person to graduate at the head of the class at Northeast Louisiana University School of Nursing, but she was also accepted into the Sigma Theta Tau Honor Society International.

A native of Alexandria, Louisiana, Sundee attended Head Start at Locust Street and Fairchild Child Development Centers. She then went to public schools, graduating with honors in 1983 from Peabody Magnet High School, where she was a member of the Honors Band and the Beta Club.

Now employed as a registered nurse at a hospital, Sundee is pursuing a degree in Pharmacy at Louisiana State University.

Rodolfo Rene Fuentes
Hidalgo County Head Start
Edinburg, Texas

From Hidalgo County Head Start in Texas to the White House, graduation with honors from Stanford University, and a scholarship to study at Oxford University in England—those are just four stops in the eventful life of Rodolfo "Rudy" Rene Fuentes. But they are only part of his success story.

Rudy was a Head Start student in 1970. As a 1984 high school graduate, he received a Head Start scholarship. In his high school years, he remained in touch with Head Start through such activities as organizing the high school drama class to perform for Head Start children.

In 1988 Rudy received a bachelor's degree in Political Science from Stanford. He was one of five exemplary Hispanic students honored by the National Youth Institute of the Coalition of the Hispanic Social Services Mental Health Organization (COSSMHO). In connection with the COSSMHO award, he was honored by former President Ronald Reagan, First Lady Nancy Reagan, and Senator and Mrs. Howard Baker at a White House reception in 1982. Following graduation he worked for Mayor Cisnero's staff through the John Gardner Fellowship Program.

Rudy was involved in public service throughout his college years. He initiated and sponsored a ballot measure to tax students in support of a general fund for community services activities. Rudy also co-sponsored a measure that led to the establishment of a student fee doubling allocations for a student-run Rape Elimination Escort Service.

Rudy was also student representative to the Undergraduate Cabinet, which is composed of deans and administrators, and worked on issues pertaining to student life. He was very active in many efforts that led to improvements in the status of Hispanic students at the University.

Stephanie Jenkins
Hyde Park Neighborhood Club Head Start
Chicago, Illinois

Stephanie Jenkins enrolled in Head Start at the Hyde Park Neighborhood Club in 1969. She went on to become an all-around athlete in school. She excelled in track and field, winning more than 40 medals and qualifying for the Olympics at age 12. Stephanie also participated in basketball and bowling. Whenever coaches happened to see Stephanie playing their sport, they tried to recruit her for their team. However, she was not interested in competing, choosing to play sports just for fun. She was on the honor roll in high school, and joined

Delta Sigma Theta Sorority, Inc., and the Black Student Alliance.

A highlight of her sports career was a feature story of her in the ABC television show, "Wide World of Sports." She was invited by sports luminaries such as Wilma Rudolph, Ira Murchinson, and Willie White to join their respective track clubs. She practiced with Murchinson, but dropped out, saying, "I did not like to practice, because running was a 'natural' ability."

Stephanie is now a nursing student at Saint Xavier College.

Melba Joyce Collins Ford
Bolivar County Head Start
Cleveland, Mississippi

Since her mother marched her off to the Bolivar County Head Start Project 23 years ago, Melba Joyce Collins Ford has gone on to oversee one of the Army's largest advanced sensor technology and robotic programs, the Minefield Reconnaissance and Detector System, MIRADOR.

Melba, who recalls her Head Start experience as "very rewarding," graduated from Mississippi State University (MSU) with both bachelor's and master's degrees in Industrial Engineering. While at MSU, she was a member of the Society of Industrial Engineers, Society of Black Engineers, and Council of Engineers. She also served as co-chairman of the Black Awareness Program.

Melba interned as a product/production engineer at the Red River Army Depot, where her talents and potential led to her participation in the Women's Executive Leadership Program, which prepares individuals for future management and executive positions.

She then assumed her current job as a senior project engineer at the Belvoir Research, Development and Engineering Center, Fort Belvoir, Virginia. In this capacity she manages other engineers and provides specific knowledge of countermine applications to contractors and management. Her many duties have taken her to Germany and Austria to represent the Belvoir Research Development and Engineering Program at a North Atlantic Treaty Organization project group.

She is currently in a graduate program in Systems Management at George Washington University in Washington, D.C.

Handicapped children benefit from Head Start

At least 10 percent of the Head Start enrollees in each State must be children with professionally diagnosed handicaps. While many of these children have mild impairments, such as speech and developmental disabilities, others are moderately or severely disabled.

Head Start programs mainstream handicapped children by providing them with the opportunity to participate in all socialization and developmental activities with other children. Head Start also assists families in obtaining appropriate professional services and provides ongoing support for both handicapped children and their families.

Twila Smith
Timmy Smith
Laramie Head Start
Laramie, Wyoming

"I started out thinking preschools were for lazy moms," Twila Smith says, "but I changed my mind once I got involved with Head Start." That was in 1984, when Twila enrolled her son Timmy.

The Smiths' association with Head Start began with Timmy's slight speech impediment. "Everybody said he'd grow out of it, but he didn't. It was then that our physician recommended Head Start," Twila reminisced. She didn't like the idea of leaving Timmy for 4 hours a day, 5 days a week, so Head Start staff suggested that Twila start Timmy at 3 days a week.

According to Twila, she was at the center a good deal of the time at first, just to be sure everything was all right. "After 2 weeks, Timmy's teacher said I should just let him come full time. Timmy was happy—what else could I do? I started realizing this is really a neat place."

It wasn't long before Twila was as involved in Head Start as Timmy was, serving on the Center Committee and Policy Council as well as volunteering in the classroom. When Timmy completed the Head Start program, Twila stayed on as a teacher's assistant, earning her Child Development Associate (CDA) certification in 1988.

For Twila, Head Start has provided direction and goals. It has also helped develop her special talent. To help Timmy recognize colors, Twila wrote a short story. They took it to Head Start and shared it with other children. One Christmas, Twila wrote a poem for the Head Start parents. Soon she was writing more stories. Someone suggested Twila write a story on self-esteem. Another story followed, and children and their parents began giving her other good ideas and feedback. Twila has begun submitting stories and poems for publication, and this year she received the

Golden Poet Award from the World of Poetry Society.

"By Head Start showing me that I can still grow, I can help my children see that there's no stopping growth. They're out there doing so many things they might not have without Head Start," according to Twila. "Being involved has allowed me to open up and has allowed my children to overcome the same terrible shyness that I suffered." Timmy, now 9 and well adjusted in public school, still enjoys stopping by Head Start to visit.

Gloria Combs
Timothy Combs
Putnam County Head Start
Buffalo, West Virginia

"A public school teacher told me she would much rather have children who have been in Head Start. The children are more aware of following rules, and socially they know what to do," Gloria Combs said. In this case, it was a special education teacher, and the child entering school was Gloria's son Timothy, who has Down's Syndrome. Gloria believes the adjustment to school was easier for Timothy because of Head Start.

When Timothy was 3, he wasn't talking. With enrollment in the Putnam County Head Start in Buffalo, West Virginia, came speech therapy and help for Timothy's ear problems. After 2 years, he transferred into a public school special education program. The therapy begun in Head Start continued. Timmy was—and still is—happy in school. "Children like Timmy have benefited from Head Start, and so have a lot of moms," his mother said. "Head Start instills that 'I can' in them. I think 95 percent of getting a job done is thinking you can."

Gloria told her own story as a case in point: "I wasn't working before Timmy went to Head Start. I had never worked. I hadn't expected to get involved, but it was so hard to let him go that I volunteered on the Center Committee and the Policy Council. After a year, the Head Start director offered me a job as a teacher's aide or cook. My husband was laid off at the time, so I took the cook's job. I thought I couldn't be a teacher's aide. Eventually I got enough self-esteem to take the aide's job."

Since 1986 Gloria has completed 6 hours of college credit and the Child Development Associate certification. This year, thanks to Head Start, she's in a position to help another family whose child has Down's Syndrome. Gloria is grateful for the opportunity to offer support, she said. "I'm a believer in Head Start. It works."

Head Start has had the same effect on the schools and the town of Buffalo as on Gloria, who said, "At one time the Board of Education kind of looked down on

Head Start. Now they want to know about our testing and assessment procedures. They ask us for advice." Those changing attitudes have gone beyond the schools, and today everyone is sold on Head Start.

The community has had an opportunity to prove that commitment, according to Gloria. When the national headquarters decided to relocate the Putnam County Head Start to a more central site, the people of Buffalo circulated a petition to keep their center. Townspeople and parents canvassed for donations to enclose and improve the playground and upgrade the building. Businesses struck deals such as "You give a roll of fencing and we'll give a roll." Someone else agreed to provide new linoleum for the kitchen. "Pulling together in Buffalo changed a decision in Washington," Gloria says. Head Start is still working in Buffalo!

Heidi Thoma
Trumbull/Monroe Head Start
Trumbull, Connecticut

Heidi Thoma is one recent participant in the Head Start program at Tashua School who will soon be ready to tell her own story. Diagnosed by a neurologist as being "developmentally delayed" after she had trouble with learning such tasks as cutting with scissors, Heidi began occupational, physical, and speech therapy. Heidi's mother explains that Heidi was large for her age—tall and awkward—and she had difficulty running.

Heidi still needed therapy when she entered kindergarten. A Head Start referral made a big difference in continuing the special services and, after a year, Heidi needed only speech therapy.

Heidi has a very positive attitude and loves school. Her teachers say she's very self-directed, just comes in and gets right to work. Heidi is now in first grade, and her mother is enthusiastic about Heidi's remarkable achievements and grateful for Head Start.

Elizabeth Addie Wright
Chattanooga Human Services Head Start
Chattanooga, Tennessee

With a full tuition scholarship, the encouragement of her family and Head Start, and a wheelchair (which she calls her "scooter"), Elizabeth Addie "Betsy" Wright has successfully completed her first year at Judson College in Marian, Alabama, where she is studying on a scholarship.

Betsy was enrolled in the Head Start program from 1973 to 1975. Besides being from a low-income family with a disabled father, she was certified as

handicapped. Much of her life was spent in hospitals and at home with homebound teachers. But Betsy had a strong determination to succeed in spite of her multiple problems, including a severe heart defect.

By fifth grade Betsy was recognized as an academically gifted student. In sixth grade, she was the salutatorian of her class. An honor student, she won numerous local and national academic awards. Betsy was included in Who's Who in American High Schools for two years, received the National Science Award, and was a Congressional Youth Leader. Today she is active in her church and is a state officer in the International Order of Rainbow for Girls in Tennessee.

Both of Betsy's parents volunteered at Head Start. Her mother volunteered every day that Betsy attended Head Start, accumulating over 800 hours and setting a new record for volunteer hours.

Kathy Jordan
Eric Jordan
South Lake County Head Start
Cedar Lake, Indiana

"When I was on welfare I didn't know who to turn to when Eric got sick or needed medical attention. But when Eric entered the South Lake County Head Start in 1979, he had to go through a thorough examination. It was discovered that he needed surgery and that he had a slight speech problem," says Kathy Jordan, Eric's mother. Through Head Start referrals, surgery was performed. Eric was also enrolled in speech therapy for an entire year.

In the meantime, Kathy began helping prepare food for the children at the center and then became a coordinator of parent activities. Because of her experiences in Head Start, she says, "I realized that I could not continue on welfare forever. Because of what I did during my time with Head Start, I realized that I had to take charge of my life to make things better for myself and my son."

After attending Sawyer Business College for a year, Kathy was able to get a job as Banquet Secretary at The Palmer House hotel. When Head Start staff saw Eric's improvements, they were instrumental in his being mainstreamed in a regular school, where he's doing very well.

FAMILIES

Head Start offers educational and career opportunities for parents

Through linkages with community education and job training programs, special Head Start funds for training, and ongoing advocacy for career development, Head Start helps parents attain self-sufficiency.

For many Head Start parents, this process begins with volunteering for work in the program's classroom, kitchen, or office or by serving on planning or advisory committees or the Policy Council (the decisionmaking group composed of parents and community representatives). This participation not only builds personal skills but also contributes to the success of the program.

Many Head Start parents begin as volunteers in the program, attend training, and later are hired into progressively responsible positions. Although some parents remain employed with Head Start, many go on to hold jobs in other public and private organizations.

Claude Endfield
White Mountain Apache Indian Reservation Head Start
White River, Arizona

When Claude Endfield enrolled her daughter in the Head Start program at the White Mountain Apache Indian Reservation in White River, Arizona, in 1973, it was because there were no kindergarten classes. Unemployed at the time, she began to volunteer at Head Start. Eventually both Claude and her husband served as Policy Council officers.

In 1974, a teaching position in the program opened up, and Claude set out to recruit someone. She ended up filling the position herself. From that point, Head Start Supplementary Training funds helped pay for classes at Northland Pioneer College in Holbrook, Arizona, where Claude earned the distinction of being the first employee out of the 13 Head Start Indian programs in Arizona to be certified as a Childhood Development Associate (CDA). She applied the credits toward a bachelor's degree in Elementary Education, which she received from Arizona State University in 1977.

Claude then served as director of the local Head Start from 1978 to 1986. She then became assistant director of the Western Navajo Agency Division of Navajo Child Development. This agency operates a Head Start program with an enrollment of more than 700 children.

By 1988 Claude had advanced even further, taking a job as program chairman of the early childhood department at

Northland Pioneer College. In this position, she coordinates CDA training and services for an area that covers two counties and three Navajo agencies.

Now working toward her master's degree through Florida's Nova University, Claude said she most enjoys activities that keep her in touch with Head Start classrooms. "I miss working with Head Start children and find myself going to the center whenever I can."

"Head Start really works!" she exclaims. "I am where I am today because of the opportunities I received through Head Start."

"My wish for the future," she adds, "is that *every* child—no matter what the family income and background—could have the opportunity for the Head Start program!"

Rose Marie Duhon
Saint Landry Parish Head Start
Lake Charles, Louisiana

Rose Marie Duhon was a high school dropout with four children when her 3-year-old twins entered the Saint Landry Parish Head Start program in Opelousas, Louisiana in 1966. Rose was soon hired as a teacher's aide and obtained her Graduate Equivalency Diploma (GED). She was then hired as a classroom teacher. In the meantime, with the encouragement of Head Start staff, she enrolled in a bachelor's degree program at the University of Southern Louisiana and received her degree in Early Childhood Education in 1972.

One semester later Rose entered a master's program at Southern University and earned her degree in Guidance/Counseling. Rose was soon offered a job as the principal of an elementary school, but the job required additional certification in the Administration and Supervision specialty, so Rose returned to school once again. Soon after she became principal in 1977, her husband died. Nevertheless, Rose took the advice of a former professor and enrolled in a doctorate program at Kansas State University; the move with her children to the campus in Manhattan, Kansas, marked the first time any of them had ever left Louisiana.

One year into her doctorate work, a series of events brought Rose and her specialty, multi-cultural education, to the attention of the dean of the College of Education at McNeese University in Lake Charles. Rose was offered a professorship with a focus in her specialty, so in 1979 she moved back to Louisiana to finish her doctorate while she taught at McNeese. She has been at McNeese almost 10 years; she is a full professor, the director of Minority Affairs, and a member of the Board of Examiners for the National Council for the Accreditation of Teacher Education.

Of her long climb from GED to doctorate degree, Rose says, "Head Start was an inspiration to me during the entire process. That program did it all for me, and whenever anyone asks me to speak at a Head Start function or otherwise help the program, I drop everything to help Head Start."

Phyllis Lewis
Beecher Community School District
Head Start
Flint, Michigan

Little did Phyllis Lewis know her life would undergo a profound change when she enrolled her son in Head Start. In 1980 she was a young mother on welfare, training to become a nurse. At the

request of the program's Parent Involvement coordinator, she interviewed for and was offered the Health Services coordinator position.

For the 4 years that she held this position, she performed admirably, leading to the assumption of more responsibilities in the program's handicap services component. She then became the coordinator of preschool programs for the Beecher Community School District. She supervises 35 staff members in program areas such as Alternative Kindergarten, Respite/Resource Center, and State Funded Preschool Programs.

Phyllis is currently earning a master's degree in Early Childhood Education. She attributes her accomplishments to Head Start's supportive environment.

Glenda Sherman
Macon Program for Progress Agency Head Start
Franklin, North Carolina

Being promoted to manager of the automotive parts department in a store and writing poetry seem to be an unlikely combination, but they are only part of Glenda Sherman's story, which has been centered around Head Start.

Glenda came to Head Start as an unemployed, divorced mother of three children. She enrolled her children in the Head Start program and embarked on a job search, which led to a federally funded training program.

She then was hired as a part-time sales associate in the automotive department of a store and was promoted to department manager after 2 weeks. After a year, she was again promoted, this time to a position on the store's management team, and received the Sales Associate of the Year award.

Glenda notes that her association with the Head Start program provided encouragement, fellowship and support that enabled her family to become economically self-sufficient. "The entire agency is to be commended for the excellent services it offers throughout the county to those in need and to families who are struggling to gain their dignity," Glenda says.

Glenda's work schedule has not kept her from indulging in her favorite pastime of poetry writing. She has won the National Golden Poetry Award given annually by World of Poetry, and one of her poems will be published in an anthology, *Poems of the Western World.*

Carlene J. Alexander-Ibenegbu
Columbus Head Start
Columbus, Ohio

Carlene Alexander-Ibenegbu began working with Head Start in Columbus in 1969 when her daughter, now 24 years

old, entered the program. As a single, teenage parent she participated in the New Careers Program, which supported her education at Ohio State University to be a Head Start teacher. Carlene worked in this capacity for about 2 years and then went on to receive her master's degree. She recently became a full professor at Columbus State Community College, where she assesses teachers working toward their Child Development Associate degrees and associate degrees in Early Childhood Education.

Carlene's participation in Head Start has continued off and on throughout the years with two local programs: she has served as Policy Council chairperson, board member, and board chairperson. Carlene says, "I will always be accessible to Head Start because I would not be where I am without them. I was inspired to excellence by this wonderful program, and there is nothing I would not do to ensure its success!"

Karen Cardenas
Parent and Child Centers of Hawaii Head Start
Honolulu, Hawaii

Karen Cardenas became acquainted with Head Start in 1976 when she enrolled her daughter in the Parent and Child Centers of Hawaii. She became a parent volunteer and continued volunteering for a year. Because she demonstrated the skills and ability to work with children, Head Start provided special funds for her education at Honolulu Community College. Midway through her classes, she switched her field of studies from child development to secretarial courses. In 1982 she accepted a position as a clerk typist with the Parent and Child Centers and later became an executive secretary.

Karen thanks Head Start for giving her the opportunity to acquire child development and parenting skills. She drew on her acquired skills when she interrupted her employment to stay home with her two children.

She says, "All parents should have the opportunity to experience Head Start."

Wanda Street
CAPCA Head Start
Conway, Arkansas

Wanda Street, a migrant worker for 26 years, has earned the status of a professional child care worker. Wanda proved her ability by moving up a career ladder within Head Start. As well as growing professionally, she became an advocate for all parents, in particular, an advocate for parents of migrant children.

When Wanda's son was enrolled in the Arkansas Migrant Head Start center in 1979, Wanda began to volunteer whenever she could take time off from her work in the fields. The next winter she was hired as a temporary teacher's aide. This position became permanent when she and her family "settled out" of the migrant stream in 1981.

Taking advantage of the career ladder within the agency, Wanda spent the following years earning her Child Development Associate credential in the center-based program and became an assistant teacher in 1987. She was quickly promoted to the home-based visitor for the West Point program, where she works now, and continues to participate in training to improve her professional abilities.

Wanda has acquired many leadership abilities which enable her to carry out her responsibilities. She has served on

various panels for the Head Start program, including the Career Development Committee. In addition, she serves as the president of the Public School Regional Migrant Council.

Bonnie Wise
United Planning Organization/Turner Head Start Center
Washington, D.C.

Three of Bonnie Wise's children participated in Head Start from 1972 to 1977. During that time, Bonnie served in numerous positions, including vice chairperson and chairperson of the Anacostia delegate agency's Policy Committee.

In October 1977 she became the project coordinator for the Parent Leadership Training Project. As coordinator, she developed six training modules with a staff of six former Head Start parents. They provided and supervised a 2-year training program for Head Start parents and staff in the 6-State Federal Department of Health and Human Services Region III.

Bonnie currently serves as the Social Service coordinator for the Head Start Grantee-United Planning Organization. She also serves as consultant for the Region III Head Start Resource and Training Center at the University of Maryland.

Two of her sons attend Lincoln University in Lincoln, Pennsylvania, and the other is in high school.

Eileen Blake
Jersey City Child Development Centers, Inc.
Jersey City, New Jersey

Eileen Blake became acquainted with the Jersey City Head Start program in 1965 when she enrolled her son in the summer program. As a volunteer, she worked first as a teacher's assistant and then became a group teacher. Her efforts were rewarded when she was named the "Parent of the Year" at the end of the 1965 summer program.

Eileen has worn many hats since she began working for the Jersey City Head Start program in 1966. She currently teaches in the Head Start Pediatric Play School in the Jersey City Medical Center, where hospitalized preschool children are served in a locally designed program. Despite her busy schedule, for the last 20 years she has found the time and energy to volunteer as a Girl Scout Leader.

Eileen's son is now a sergeant in the U.S. Army and a minister.

Helen B. Newman
Marianna Head Start Homebase Program
Marianna, Arkansas

Helen B. Newman began her Head Start career as a full-time volunteer in 1973, when she enrolled her son and daughter in the Marianna Head Start Homebase program. The abilities she demonstrated as a volunteer led her to a job with the East Central Arkansas Development Corporation as a home visitor for the Marianna Center.

In 1976 Helen enrolled in the East Arkansas Community College, receiving her associate's degree in 1978. She then entered Arkansas State University. Meanwhile, she became a teacher in the Marianna Center and was promoted to

center director after she received her associate's degree.

After moving to the Head Start central office in 1979, Helen served first as the handicap coordinator/special service aide, then as education specialist and assistant to the Head Start director. In these positions she learned supervisory skills and budget and proposal writing. During this time she received her bachelor's degree in Early Childhood/Elementary Education.

In 1987 Helen became the alcohol/drug director for the East Central Arkansas Economic Development Corporation. As director, she manages a residential treatment center, prepares the budget, writes the program proposal for State review, and works closely with judges, courts, social services, and mental health services covering six counties.

Linda Miotke
Northeast South Dakota Head Start
Eden, South Dakota

When Linda Miotke enrolled her daughter in Head Start, she never expected to be involved with the program for the next 20 years. The year was 1968 and the place, Roslyn, South Dakota.

Three years later, Linda's daughter and son enrolled in school, and Linda answered an ad for a teacher's aide at the Eden, South Dakota center. During Linda's interview, the staff became aware of her knowledge, education, and prior involvement in Head Start and offered her a teacher's job instead of a teacher's aide position. By 1979 Linda had earned her Child Development Associate (CDA) credential.

In 1981 Linda became Parent Involvement and Social Service coordinator for half of a 10-county program. In 1984 she moved up the career ladder to Family Services coordinator, responsible for social services, mental health, and CDA training. Linda is also a CDA representative for the Council for Early Childhood Professional Recognition.

In 10 years, as a Head Start teacher, Linda touched the lives of more than 200 children. As a program coordinator, she guided seven Head Start staff members to complete requirements for the CDA. As a parent volunteer and teacher, Linda has helped numerous parents through problems and roadblocks and on to the beginning of their own success stories.

Helen King
Joanne King
Robert King
Berkeley-Peckham School Head Start
Middletown, Rhode Island

Head Start influences not only the child and immediate family but also the extended family. The 1987 graduation of 4-year-old Robert King from the Berkeley-Peckham School Head Start Program in Middletown was a triple celebration shared by his mother, Joanne, and his grandmother, Helen. Joanne and Helen simultaneously completed their Graduate Equivalency Diplomas in the same program. For Helen, 34 years had elapsed since she dropped out of school in the seventh grade.

Project Harmony, which has parents attending classes under the same Head Start roof as their children, is a cooperative venture in which the teacher is provided by the Aquidneck Island Adult Learning Center. Funding from the Rhode Island State Department of Education provides the academic opportunities for parents, who also benefit

from Head Start's medical, nutritional, and family counseling, as well as child care for younger children.

Both Joanne and Helen praise the Project Harmony teacher and the support system within Head Start. Joanne, a classroom volunteer, especially likes seeing firsthand her son's progress. "I encourage everyone to be active in their children's education," she says.

L.V. Parsons
Blackfeet Head Start
Browning, Montana

L.V. Parsons of Browning, Montana, has seen Head Start from three different angles: first as a parent, then as a teacher in the early 1970's, and, for the past 14 years, as a teacher in the local public schools.

The first few years were very busy for L.V. She and her husband had four young sons, all of whom attended the Blackfeet Head Start program. L.V. was offered and accepted a teaching position in the program. By 1975 L.V. was a head teacher.

L.V. is now a kindergarten teacher, who teaches children from Head Start. She says, "Head Start is really beneficial to the students because they learn a lot of their basic skills before entering the larger school system."

Adrienne Fansler
Southern Oregon Head Start
Central Point, Oregon

Adrienne Fansler is a single mother whose initial involvement with Head Start began in 1974, when her son entered the Southern Oregon Head Start program as a 3-year-old. Adrienne volunteered her home for a cluster group experience and her time as a family services assistant. She also attended Southern Oregon State College.

While still at school, Adrienne learned and implemented more effective parenting skills, and taught them to other Head Start parents. She was hired by the program as a family advocate in 1978 and progressed to Family Services coordinator in 1981. In the latter position, Adrienne supervised seven family advocates, wrote a VISTA grant, and supervised other projects.

As a 9-year resident of Jackson County, Adrienne has served on the Jackson County Welfare Advisory Board, the Medford New Jobs Advisory Committee, the Jackson County Human Services Consortium, and the Jackson County Child Abuse Task Force.

She is working toward a master's degree in Social Work at California State University while maintaining her Head Start job. Her son is now a freshman at Ashland (Oregon) High School and a midfield starter on the varsity soccer team.

Beulah Mewborn
Eugene Mewborn
St. James Orchard Park Head Start
Roxbury, Massachusetts

Many Head Start parents volunteer after their children enter the program, but the case of one Roxbury, Massachusetts, woman is different. Beulah Mewborn's two older children were in school, and the youngest, Eugene, was too young in 1963 when Head Start opened its Orchard Park Center. But Beulah participated on her own because, she says, "It seemed like a place I could help myself and my kids." Eugene "Gene" joined his mother the next year.

Both mother and son profited. Gene got an academic boost, and Beulah became a better parent. In addition to increasing his attention span, Head Start helped Gene learn to interact with his peers. As a single parent, Beulah worked days at Head Start and took evening classes. She eventually earned her associate's degree. "There's no way I could have done it without Head Start," she says.

Beulah said the training was pragmatic as well as academic. "I learned how to talk with my children, to reason with them. We used to have a family conference once a week." As a Head Start teacher, she passes that knowledge on to other parents, helping them solve their problems and referring them for professional help when needed.

Gene concurs with his mother. "Head Start was a break for our family. It was not only educational advancement for me. They gave my mother a job."

Gene, a University of California graduate, manages a development firm, coordinating architects, contractors, and engineers who build and sell homes. He hopes to start his own business soon.

Married and the father of a young son, Gene has been thinking about Head Start. "You expose a child to a lot of people and he's not afraid. He'll develop more quickly, be more ambitious" he said, emphatically. "Most definitely, my son will go to an early childhood education program."

Dawn M. Willis
Parthenia Willis
Mobile Community Action Head Start
Prichard, Alabama

For Dawn Marie Willis and her mother, Parthenia, Head Start provided an environment that was conducive to developing and realizing their potential. "Head Start gave us a head start. It gave me, as a single parent, an opportunity to get involved. . . . I am now putting dollars back into the economy," Parthenia says.

While Dawn was involved in the Head Start Program, Parthenia was busy volunteering in the classroom as a teacher's aide. With support from Head Start, she attended Spring Hill College in Mobile to train for her teaching credentials. Now the Specialty Outreach Coordinator, she develops and supervises activities of Head Start participants with handicapping conditions. "I owe a lot to Head Start," she says. "Head Start saw the potential in me and helped me develop it. Without Head Start I would not be where I am today."

Dawn, who now works for the Mobile Sheriff Department's Clinical Services, attended Head Start in 1968. Dawn excelled academically in both elementary and high schools. In 1988 she graduated in the "top 10" from South West

Technical School of Nursing following enrollment at Bishop State Junior College and Huffstetter College in Mobile.

Dawn plans to continue her career in nursing, specializing in pediatrics.

Shirley Robinson
David Dee Redd
Longfellow-Des Moines Head Start
Des Moines, Iowa

Some families can boast of many accomplishments—and Shirley Robinson and her son, David Dee Redd, are among them. Shirley's three youngest children were in Head Start between 1965 and 1967. A mother of eight, she kept busy with home responsibilities and her volunteer work as chairperson of the Head Start Policy Council.

However, Shirley also wanted to go back to school, as she had only an eighth-grade education. She began taking courses and, since that time, has completed a B.S. degree in Education, specializing in early childhood education; acquired the Child Development Associate Certificate; and completed 30 hours of graduate credits. From parent volunteer at the Longfellow Head Start to teacher associate and teacher to program assistant for the Drake University Head Start program, Shirley rose professionally while all of her children completed high school.

David attended Head Start in 1966, when he was 4 years old, and by 1981 had graduated from Des Moines Hoover High School. After high school, David enlisted in the U.S. Marine Corps, serving in Marine Security on the naval base in Norfolk, Virginia.

After his discharge from the Marines, David enrolled at Drake, majoring in advertising and public relations.

Throughout college, David continued to volunteer for the Des Moines Head Start program. He, too, values the head start he was given by this program for children and families.

Caroline Yellow Robe
Hill County CAP Head Start
Havre, Montana

From motel maid to Head Start director and member of the Montana State Library Advisory Board, Caroline Yellow Robe has come a long way since 1965. That's when her association with Head Start began. She first got involved as a Head Start parent. Caroline's work as a volunteer led to a paid position first as a teacher's aide and then as a social service aide.

Soon she was teaching 3-year-olds, a job that lasted 6 years. Since Head Start requires that its teachers earn college credits, Caroline found herself back in school.

As a member of the Grosventre Tribe, she received financial aid for college through the Bureau of Indian Affairs. She was awarded her B.S. degree in both Early Childhood Education and Elementary Education in 1972. Caroline spent 2 years in the Teacher Corps and then taught elementary school for 5 years.

With training as a Head Start parent volunteer and experience as a teacher, Caroline was prepared for a leadership role: she became president of the Little Rockies Education Association. In 1978 she received her master's degree in Elementary Education with a concentration in Early Childhood Education.

Today Caroline is the Head Start director for the Fort Belknap Indian

Reservation, a position she has held for 10 years. She is also treasurer of the National Indian Head Start Directors' Association. What began with a head start for her children has become more than that for their mother—it's her career.

Gloree Davis
Seattle Public Schools Head Start
Seattle, Washington

Gloree Davis' first experience with Head Start was as a parent volunteer in 1967 with the Seattle Public Schools Grantee. At first, her participation was limited to attending her son's Christmas party. At the end of the program year, her son's teacher advised her to increase her participation in the program.

In 1969, when she enrolled her daughter in the same program, she heeded the teacher's advice and attended her first Policy Advisory Committee meeting. She was elected as chair of the Committee and later became a full-time volunteer serving as assistant to the Parent Involvement specialist.

In 1970 Gloree was hired by a local Head Start program as a Parent Involvement coordinator. In 1972 she became employed by the Federal Government in the Seattle Regional Office of the Department of Health and Human Services.

Gloree's son is now a ranger in the U.S. Army, stationed in Fort Benning, Georgia. Her daughter is an accountant/bookkeeper for a construction company and is working toward becoming a Certified Public Accountant.

Ann Strolen
Elizabeth Strolen
Cranston Head Start/Day Care
Cranston, Rhode Island

In 1972, Ann Strolen enrolled her daughter Elizabeth in the Cranston, Rhode Island, Head Start program. Ann became a parent volunteer and, when a cook's position opened up, she was hired. She's been there ever since.

The program has grown from serving 32 children in 2 centers to include 120 Head Start children and 60 day care children in 1 large center. Ann, a valued employee for over 15 years, is now head cook, supervising a staff of three who provide over 400 meals a day, cooked on site.

Meanwhile, Elizabeth was destined to rejoin her mother in the Head Start program. As the years passed, she frequently volunteered in Head Start. Then, after high school graduation, she went to hairdresser's school. However, her love of Head Start prevailed.

Three years ago Elizabeth applied and was hired as a teacher's aide. She's now enrolled at the Community College of Rhode Island, working toward her Child Development Associate credential.

"Head Start is kind of like our family," Ann concludes. "Our students and staff are part of our lives."

Melissa West
Carolina Community Action Head Start
Lancaster, South Carolina

Melissa "Missy" West says that her interest in child development was nurtured by Head Start when she began working for the program. "I thank Head Start for giving me the opportunity to work with children," says the former Head Start enrollee.

Missy is a product of the Carolina Community Action Head Start Program.

Lancaster, South Carolina, and she later became its director.

She enrolled in the program in summer 1966. With her Head Start days behind her, she attended Buford Elementary and graduated from Buford High School.

In preparation for a career in child development, she enrolled in the Early Childhood Associate Degree program at the University of South Carolina, Lancaster, South Carolina. Two years into the degree program, she interrupted her studies to accept a teaching assistant's position with Head Start. While she worked as a teacher's assistant, she studied for her Child Development Associate credential and became a teacher.

Missy was promoted as the center's director in 1988. She has consistently won accolades from her superiors who praise her willingness to accept new challenges.

Joan Kline
Rapid City Head Start
Rapid City, South Dakota

"Head Start was the catalyst for my blooming in life," according to Joan Kline of Rapid City, South Dakota, and it helped shape the lives of her sons as well. "I was a single parent, raising five boys. When the three youngest went to Head Start, I began as a volunteer, then became a bus driver, teacher's aide, teacher, and Parent Involvement coordinator. I finally got my college degree in Sociology, with a minor in Early Childhood Education."

Joan credits Head Start with who she is today: a Child Development Associate representative who consults with many area Head Start programs including the Pine Ridge Indian Reservation Head Start.

If Joan is a believer in Head Start, it is because of the parenting skills the program teaches. "If we're going to make changes in society, we've got to get to preschool children and their parents. If we don't have healthy families, we experience all sorts of societal ills. Children need positive role models," she says.

Viola Vigil
Sheridan School District Head Start
Englewood, Colorado

When her daughter began Head Start in 1969, few would have predicted the turn of events for Viola "Vi" Vigil. Vi had dropped out of school at the age of 14, got a head start herself, earning a Graduate Equivalency Diploma while involved as a Head Start parent. Since then there's been no stopping her.

Continuing her education, Vi earned her bachelor of arts degree from Loretta Heights College in Denver, Colorado, with a dual major in Special Education and Elementary Education. Next she earned a master's degree in Bilingual, Multicultural Education from the University of Colorado-Denver, teaching days and attending night school. Vi also holds an administrative certificate from that University.

Teaching in her fifth grade classroom, Vi uses skills first learned at Head Start to communicate with parents. "Parents need to be involved beyond Head Start—all through their children's education," she said. Vi has used her special combination of education and experience to benefit the community as a teacher in the Englewood school system and as a member of the Sheridan School Board. The district maintains an active Head Start program.

Parents build self-confidence through program participation

Head Start programs provide experiences and activities that can enhance the development of parents' skills, self-confidence, and sense of independence. Improving their self-esteem enables parents to pursue personal and career goals that can improve their lives.

Laurie Crandall
Bennington Head Start Project
Bennington, Vermont

"I've come a long way," Laurie Crandall said. "I was such a shy, introspective person, and I had so many kids that I couldn't go to work." The single mother of six was on welfare when her fourth daughter was enrolled in Head Start; one preschooler remained at home and the others attended public school. A Head Start home visitor persuaded Laurie to apply for a Head Start van driver's job in January 1984.

Laurie did well as a van driver and, by the following autumn, returned as a van driver and teacher's aide in the home-based program for 3-year-olds. When a teacher/home visitor resigned, Laurie took over the job, visiting families weekly and acting as the children's primary teacher on socialization days.

"I love the home visit part of the program," she said. "At first it was very hard for me, being so shy. I've become a lot more assertive. I've learned how to deal with my children's public schools, to stick up for the children's needs."

Laurie advanced from home-based teacher to team teacher/home visitor and is working toward her Child Development Associate credential.

Laurie says she owes a lot to Head Start. "You can't work for better people. They're very understanding, caring, loving persons. They make good friends as well as coworkers. I wouldn't be where I am if it had not been for Head Start.

"I'm proud of me. I am no longer on welfare. I can see myself in the position of that first home visitor who helped me, maybe having a chance to help someone else." Anyone listening to Laurie can tell that she's overcome her shyness. Feelings of inadequacy have been replaced with a sense of pride and accomplishment.

Ann Davis
Blacksburg Head Start Home-based Program
Blacksburg, Virginia

"The Head Start program was the support system for my family to see more clearly where we've been, where we are, and what goals for our future we want to achieve." These are the words of a mother from Blacksburg, Virginia, who until her Head Start experience had never worked outside the home. Today, she is an assistant teacher with Head Start.

aspiring to become a Child Development Associate.

Being involved with Head Start provided her with job opportunities, transportation, limitless information and moral support. She credits the program for instilling in her the confidence to realize a "new direction."

Because of the early educational stimulations her son received, he entered kindergarten ahead of his class.

Beatrice Pakacki
Child Development-York Head Start
York, Pennsylvania

"I was very shy and backwards until 1978 when a lady came to my door, and introduced herself as the home-based teacher for Head Start," says Beatrice Pakacki. "[Head Start staff] played a big role in my life through stubbornness and caring."

Beatrice was willing to enroll her children in the home-based program (which focuses on the parent as primary teacher in the home) but she resisted attempts by the teacher to get her more involved in the Head Start program. The staff was persistent, resorting to drafting her as assistant secretary for the Policy Council.

Along with two of her children, she began to actively participate in the program's activities. Whenever educational or training sessions were available, she was ready and willing to attend. Beatrice credits the Head Start staff with "helping me to come out of my shell."

When a secretarial position became vacant, the staff encouraged her to apply for the position. Beatrice could not be hired for the position because she did not possess a high school diploma. She obtained her Graduate Equivalency Diploma within 6 weeks and was later hired as the secretary.

Because of her Head Start experience she says, "Now, I am no longer a [welfare] recipient, and I feel good about myself thanks to Head Start and the Head Start staff."

Kathleen Schwagel
West Central Minnesota Community Action Agency Head Start
Elbow Lake, Minnesota

Kathleen "Kathy" Schwagel's early childhood was beset by a nearly-fatal illness, hospitalization, and then long-term recuperation while confined to bed. Her mother, overburdened with a sick child and two other small children, left home. Her father and grandparents cared for the children. Later, her mother returned, but when Kathy was 9, her mother left again, taking Kathy's older sister with her. "I felt really bad, because my own mother didn't even want me. My

father was in a severe depression and started drinking."

At 17, Kathy married and thought she would live happily ever after. Unfortunately, she married an alcoholic. In the next 6 years, she had 2 children. When her husband lost his job, she went to work, leaving the children in his care. At night she took classes and received her high school diploma. She then started babysitting in her home.

"I became involved in Head Start at this time, and I thank God almost daily for sending [Head Start people] to me." In Head Start, life changed for Kathy and her family. She attended a parenting class provided through Head Start and learned more than she had in 6 years of being a parent. When the opportunity arose, she became a Social Service aide in the program.

Since then, Kathy has moved through a series of Head Start jobs. She experienced one setback when her husband started drinking again and she quit her job to try to bring the family together. Even so, her husband left her, and life seemed to be repeating an old theme.

Then another job opened at Head Start. "My good friends and fellow workers did not forget me; they gave me another chance, and hired me for this job. Through the opportunities and training provided through this wonderful program, I have once again become a happy and proud person. Who said miracles never happen? One happened to me. It was called Head Start."

Debbie Krueger
Green Bay Area Public Schools Head Start
Green Bay, Wisconsin

"I was a victim for years. There is a pattern of being a victim, but if you want to change—you can. The only sad point is you can never forget who you are or where you came from." These are words uttered by Debbie Krueger, a woman whose life began inauspiciously in a single-parent family.

Debbie's life took on new dimensions when she learned about Head Start. "Participating in Head Start from the first day my daughter attended was the beginning of a learning process that changed my life forever," she notes.

When her daughter enrolled in 1978, Debbie became a classroom volunteer, thus setting the stage for her rapid climb through the ranks of the Head Start hierarchy to her present position as Parent Involvement coordinator. Debbie attended many different training sessions to become more effective in working with parents and children. Her thirst for knowledge has enabled her to amass over 900 hours of training.

Debbie's Head Start experience and knowledge about child development has earned her positions on numerous civic and government committees. In recent years she has served on the Brown County Feminization of Poverty Committee, the Wisconsin Action Coalition, and county legislative committees.

A highlight of her career was her appointment to the Governor's State Task Force Conference on Children/Families. Not one to rest on her laurels, she ran for and won a Brown County Supervisor/City Alderman seat.

Debbie ascribes her success to the trusting relationships she forged, and the skills she acquired as a Head Start parent and staffer. She recounts her life before Head Start as one of "mistrust, bitterness, failure, and lack of skills as a parent, wife, and human being. Because of Head Start, I now have dreams of the future, not the past. Head Start has the tools that are needed to help change and to give anyone a chance."

Denise Govan
East Wayne Head Start
Fort Wayne, Indiana

A shy mother of two young children, Denise Govan lacked self-confidence when she brought her children to Head Start. She was persuaded to attend Graduate Equivalency Diploma (GED) classes but soon dropped out. She also started a first aid class but didn't complete it.

The Head Start staff was persistent, however. The position of outreach worker was offered to Denise—under the condition that she would receive her GED within a prescribed length of time. She did it! In fact, Denise has grown steadily. Since getting her GED in 1987, she has completed nurse's aid training. She is currently in pre-nursing classes aiming to become a registered nurse and thinking of switching to pre-medical courses.

Through her current job with the Center Education program (SOLVE), Denise is sharing her knowledge and enthusiasm with the clients with whom she works.

Susan Cocklin
Melanie Cocklin
Anchorage Head Start
Anchorage, Alaska

Head Start is a family affair for Susan Cocklin and her children who participated in the Anchorage, Alaska, Head Start program. Susan testifies, "I have grown tremendously, along with my children, through our association with Head Start. I have gone from being a shy, retiring person to a busy, more fulfilled person."

Beginning as a volunteer in both the classroom and the office, Susan also became deeply involved in the agency's decisionmaking group, the Policy Council. Over time, she has presented workshops to parents in the program and at a training conference.

Susan has had five children in the program, including twins who attended last year. This year, they started kindergarten, and Susan enrolled in college. She plans to enter the early childhood development education field as an administrator and advocate for children.

Susan describes the effect of Head Start in her life: "I know without the confidence and skills I have gained through my association with Head Start and the encouragement and backing of

the teachers and staff, I would not be where I am today. Nor would I have had the confidence to attend college." The family's first Head Start enrollee, Melanie, now attends college at the University of Anchorage, studying for a bachelor's degree in Communications.

Ernestine Carrasco
Carlsbad Head Start
Carlsbad, New Mexico

Education was already an interest of Ernestine Carrasco's when her youngest child entered the Carlsbad Head Start in 1966, so she was more than willing to volunteer in her son's classroom and others. When her son entered elementary school, Ernestine had free time to devote to Head Start and to her own education: she chaired the local program's first Policy Committee and obtained her Graduate Equivalency Diploma (GED). Seeing her high GED scores, her Head Start director encouraged her to continue her education and gave her an extra push by making an appointment for her with the Head Start director of the New Mexico State University's Carlsbad Branch.

Ernestine says college was something she thought was beyond her. Nevertheless she completed her bachelor's degree in Elementary Education in 1972. In the meantime she taught at her Head Start program. In 1973 Ernestine was promoted to Head Start education director. She went on to obtain her master's degree in Education with an emphasis in Bilingual Programs in 1975.

In 1976 Ernestine moved into the public school system. For 3 years she was a lead teacher for a pilot second grade bilingual program she developed, and then she created the district's first bilingual kindergarten. In the meantime, she earned her specialist degree in Administration and Supervision.

In 1979 Ernestine became the principal of Puckett Elementary School, a position she holds today. She also directed the Carlsbad Head Start for 1 year. For the past 2 years, she has been teaching Early Childhood Education classes at New Mexico State University in Carlsbad, working with students who often move into positions with Head Start. "I owe all of my success to the understanding, support, and encouragement of the people I worked with at the Carlsbad Head Start," Ernestine says, "especially the director who gave me that initial 'push' into college!"

Head Start makes a difference in families' lives

Parents who enroll their children in Head Start acquire parenting skills and learn how to interact in increasingly positive ways with their children. Head Start encourages parents' aspirations for their families.

Through the program's information and referral services, parents expand their knowledge and use of community resources, such as health, employment, education, and social services. Head Start supports parents' commitment to improve their lives.

Debra Faust
Robert Faust
Danville Head Start
Danville, Pennsylvania

In the spring of 1984 Robert "Bob" and Deb Faust returned to Bob's hometown after his discharge from the Army. Bob was discouraged and frustrated over his inability to find work to support his family. They had two girls, 3 and 2, and were expecting another.

Deb was very quiet, somewhat insecure, obviously lonely and feeling the great distance between Danville and her parents' home in the Midwest.

When Bob and Deb enrolled their oldest daughter in the local Head Start program in 1984, they did not know this simple act would transform their lives. Head Start staff talked to Bob and Deb about parent involvement activities as one avenue of re-entering civilian life. They both attended parent meetings and alternated as volunteers in their daughter's classroom.

The couple's interests in Head Start heightened as they learned about the program's linkages with other agencies in the community. When they heard about job training in electronic security systems installations, Bob and Deb were referred to the office providing services for income-eligible people under the Job Training Partnership Act. Both enjoyed the training, graduating first and third in their class.

When their second child enrolled in Head Start, Deb became an active member of the Policy Council and eventually served as its secretary. She also participated in Exploring Parenting, an indepth course to help parents develop good parenting skills as well as friendship and a support system.

When her performance as a substitute teacher's aide began winning her praise from the program staff, Deb entertained the idea of becoming a full-time teacher. With encouragement from her supervisor, Deb enrolled full time in college in 1987. Majoring in Education, she has a 3.5

grade point average and expects to graduate in the spring of 1990.

Bob is employed with American Telephone and Telegraph (AT&T), where he draws on his electronics training and expects to begin further training in AT&T's ground school.

Deb says, "We've been very fortunate to have close contact with Head Start for so many years. Through the help we've received, we hope to be able to help other families."

Debra Gibson
Iowa East Central Teach, Rehabilitate, Aid Iowa's Neglected (T.R.A.I.N.) Head Start
Davenport, Iowa

Debra Gibson's children made her the success she is today. She is convinced of that, and Head Start was a catalyst. The Davenport, Iowa, woman's career story begins with a disappointment. Her dream of becoming a registered nurse seemed impossible when financial difficulties forced her to leave Marycrest College.

She abandoned her goal, married, attended secretarial school, and worked for a while. In a short time she had three children. When Debbie had trouble making ends meet, the family went on Aid to Dependent Children; there was no money for extras.

In 1983 Debbie's oldest child enrolled in the Head Start program and Debbie began an exemplary stint as a volunteer. She served as Center Committee chairperson and Policy Council chairperson for 3 years, leading local fundraising and other parent activities and representing Head Start at State-level meetings. She also helped in the classroom and on the bus.

Debbie said she was motivated by her children to go back to school at Scott Community College—and to excel: she was the only honors graduate in her class, earning a 3.65 grade point average. By February 1986 Debbie had become a licensed practical nurse, but she didn't quit there. She passed State Board examinations 1 year later. She is now—at last—Debra Gibson, Registered Nurse, an employee of St. Luke's Hospital.

Debbie never quit finding time for the Head Start program, volunteering throughout her own professional training course. Her rewards were many: making the dean's list at school, receiving the Iowa Head Start's first Outstanding Parent Achievement Award, and—perhaps best of all—becoming financially independent. "My kids backed me all the way," she says.

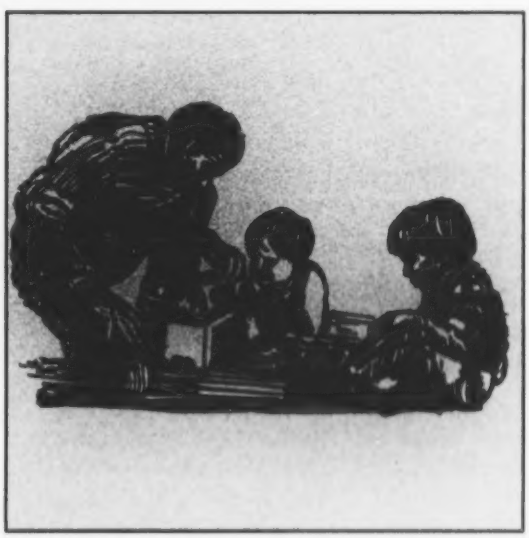
Pam Houchin
Bill Houchin
Kearney Head Start
Kearney, Nebraska

When Pam and Bill Houchin entered their first child in the Kearney, Nebraska, Head Start Program in 1984, they had little idea what was in store for them as parents. "We were poor—both in monies and in our attitudes toward ourselves." Bill had had trouble retaining a job because he never wanted to work for "the other guy." Pam was pregnant with her fourth child. The other children were all under age 5.

"We feel Head Start played a major role in changing our lives by changing our attitudes about ourselves," say Pam and Bill. At Head Start, the rural Amherst couple always felt needed and important. According to the Houchins, "the Head Start center staff treated us in such a way that we became positive, strong people. They asked for our thoughts, ideas, and help."

From their involvement as Head Start parents, Bill and Pam learned the basics of conducting meetings—how to take control and to become leaders. "Even though our story is not one of further education or becoming leaders in our community, Head Start bestowed on us an attitude toward life that will benefit not only us but our children as well."

Since their time at Head Start, Bill and Pam have become sole owners and managers of their own business. "Our life relies solely on our own actions. Our attitude is one of assurance in ourselves," Pam says. "We thank Head Start from the fullness of our hearts for making us believe in ourselves." Philosophically, they add that Head Start has taught them that "people are the world's best asset."



Eldiest Andrews
Tri-County Community Council Head Start
Bonifay, Florida

When Eldiest Andrews dropped out of school in the seventh grade, she had no intention of ever returning to school. That notion changed considerably after she enrolled her daughter in the Tri-County Community Council Head Start in Bonifay, Florida.

In fact, Eldiest became so interested in Head Start that she spent most of her time volunteering at the center and received the Tri-County Head Start Parent of the Year Award. She was also motivated by Head Start staff to return to school, and she attended night classes twice a week for 5 years.

After receiving her high school diploma she applied for a position as teacher's aide. She was hired and, while she worked, went to Okaloosa Walton Junior College at night. Through her college work and career development with Head Start, Eldiest received her Child Development Associate credential from the college.

"Head Start is a great program," she says. "I am proud of it and the personal progress I have made. Head Start is a motivating experience for teachers, parents, and children."

Elizabeth Sciolini
Edelma Sciolini
Plaza De La Raza Head Start
Los Angeles, California

The motto of the Plaza De La Raza Head Start/Preschool program is "Head Start is building families." True to these words, the program has laid a strong foundation from which the Sciolini family has built a successful life.

Elizabeth Sciolini and her mother, Edelma, who are both Argentine-born, participated in the program in the early 1970's. Elizabeth attended the program

from 1971 until 1972. Her mother began as a volunteer and later became president of the Policy Committee. She is now the program's Parent Involvement coordinator.

Following her Head Start participation, Elizabeth went on to attend elementary and high school. She is now a student at California State Polytechnic University in Pomona, where her academic excellence has accorded her recognition on the dean's list.

Elizabeth and Edelma both attribute their success to Head Start and say, "We love Los Angeles and we love Head Start."

Marilynn Manygoats
Utah Rural Development Corporation
Head Start
Salt Lake City, Utah

Marilynn Manygoats began farmwork as a child, traveling with her Navajo family in the migrant stream from Arizona to sugar beet fields in Grand Junction, Colorado, and Price, Utah. She also remembers going to Provo, Utah, between the ages of 8 and 12 to help with the cherry harvest.

Marilynn says that, because of Head Start, life is different—and better—for her sons. "I started school at about age 7," she recalls. "Most children in Indian families don't start until 7 or 8, but my children were getting a head start as early as 3½ years old."

Marilynn was just out of high school in Tuba City, Arizona, when her first son was born, and she "didn't know anything about parenting." Head Start helped the children get ready for public school. Marilynn began serving on the Parent Advisory Council. She was a family service worker for 4 years, and now she is a center director.

The Head Start center for migrants, Marilynn explained, is one of several programs within the Utah Rural Development Corporation. "I'm working at getting all the parents involved, to give them some of the ideas I got from Head Start: You can get an education yourself and you can get a better life for your kids."

Marilynn's sons are already planning for a better life. "They're looking ahead to college," she says. When they go, their mother will be happy. No one in Marilynn's family has ever gone to college. In the meantime, what would please Marilynn most would be to get all the members of her own family in Arizona to participate in Head Start. She wants them to benefit from Head Start as her family has. "I've learned a lot and my kids got a lot of benefits," she concludes.

Martha Vallejo
Avondale Head Start
Avondale, Arizona

In 1969 Martha Vallejo enrolled in Head Start while her mother participated in the program as an aide. Returning to the Avondale Head Start program as a young adult, Martha teaches in one of the classes. She plans to attend college to become a teacher. Martha feels that Head Start helped her Spanish-speaking mother learn English. This not only made her feel more comfortable in the American culture but also strengthened her relationships within it.

Rachel Sellers
Roy Sellers, Sr.
Sherrill Sellers
Roy Sellers, Jr.
Yvette Sellers
Reginald Sellers
Northwestern Illinois Community Action Agency Head Start
Freeport, Illinois

The success of the Sellers family epitomizes the benefits of Head Start programs. The children of Rachel and Roy Sellers, Sr.—Sherrill, Roy, Jr., Yvette, and Reginald—are all graduates of Head Start. Even though Rachel never had the opportunity to enroll her other daughter, Rachel attributes her success to Head Start.

Rachel's involvement began with her daughter Sherrill's participation. "While Sherrill learned to count, identify colors, and recognize shapes, I cooked lunch, helped organize fundraisers, and shuttled the neighborhood children to and from school," says Rachel. From her initial classroom work she has pursued additional training and has gone on to become an education coordinator, proposing curricula, training and supervising teachers, and coordinating parent activities. She now teaches Early Childhood Education courses at Highland College.

Sherrill, the first in the family to enroll in Head Start, graduated valedictorian from high school. She was awarded a scholarship to the University of Chicago where she graduated with a bachelor's degree in American History. Sherrill now owns and operates a job search service.

Roy, Jr., initially resisted Head Start. After a few days of coaxing by his mother, Roy became an enthusiastic participant. He graduated from Freeport High School in 1981, and received a degree in Engineering from Northern Illinois University. He works for Honeywell as a manufacturing engineer. Roy is active in community services and currently serves on the Board of Directors of Freeport's Martin Luther King, Jr., Community Center.

Yvette also enrolled in Head Start. When she graduated from high school in 1986, she continued her education at Robert Morris College, receiving an associate's degree in Marketing. She currently works for Yearbook Medical Publishers as a Marketing Assistant and plans to pursue further studies.

Reginald is a 1988 Freeport High School graduate who currently attends Highland College. He is working toward a degree in Mechanical Engineering.

Roy, Jr., echoes the family's feelings about Head Start, "Head Start helped my parents instill some important values in us, values like self-respect, belief in community service and a love of learning."

Hattie Jane Waddell
Ernestine Waddell Simmons
Eunice Ann Waddell Hargrove
Eugenia Waddell
Durrett Head Start
Hopkinsville, Kentucky

Some families just seem to get the Head Start bug—like the family of Hattie Jane Waddell in Hopkinsville, Kentucky. All three daughters—Ernestine, Eunice Ann, and Eugenia—went to Head Start. Hattie Jane was first a parent volunteer, then served on the Policy Council, and was a teacher's assistant for 11 years. Next she earned her Child Development Associate credential and is now a teacher.

Ernestine was the first to enroll in Head Start, in 1965 at the Highland

School. She graduated from high school 14 years later and subsequently received her bachelor's degree in Education. Ernestine is now a fourth grade teacher.

Eunice Ann attended Head Start from 1972 to 1973. Graduating from Hopkinsville High in 1987, she went on to earn an associate's degree from Hopkinsville Community College. She taught in the Fort Campbell, Kentucky, Independent School System and is currently employed as a special assistant with the Audubon Area Head Start.

In 1973 Eugenia enrolled in Head Start. When she graduated from high school in 1986 she was honored for 13 years of perfect attendance and received a scholarship. Eugenia now attends Austin Peay State University and will earn a bachelor's degree in Computer Science, with minors in Information Science and Mathematics, in 1990.

Edith Shepard
Michelle Shepard
Darin Shepard
Southeastern North Dakota Community Action Agency Head Start
Fargo, North Dakota

"Michelle and Darin were two of the lucky children who had a chance to go to Head Start at the Southeastern North Dakota Community Action Program," said their mother, Edith Shepard. She enrolled each at the age of 4 and, because of their different personalities, Head Start helped each in a special way.

"Michelle was always a very active child. Head Start helped prepare her for the public schools by teaching her to wait her turn and lengthening her attention span."

For Darin, Head Start offered something else. "Being the youngest in the family, he was more dependent on mom," according to Edith. "Head Start helped him break his ties" and prepared him for kindergarten and public schools. He grew emotionally and made many good friends by the time he was in first grade.

During high school, both Michelle and Darin were active in sports while earning membership in the National Honor Society. Before graduating from North Dakota State University (NDSU) in 1989, Michelle made the dean's list several times. She is now a licensed veterinary technician working at NDSU, and coaching gymnastics for the Spartan Gymnastics Club and the Fargo Public Schools.

Darin, in his third year of Criminal Justice Studies at Moorhead State University, coaches baseball and basketball. Watching her children grow up, Edith says she could see that "Head Start did what it says: It gave them both a head start on life."

But Edith did more than watch Head Start do its work with her children. She was a classroom volunteer and served on the Policy Council of the children's Head Start program. For 11 years she has been a Head Start bus driver and enjoys giving an extra hand to the teachers.

Head Start gave her an opportunity to be involved, she said, adding, "I have gained a lot by being able to attend educational workshops that have helped me, not only with my own family life, but also [in dealing] with other people around me. Thank you, Head Start!"

Lorraine DesJardins
Hamlin Head Start/Aroostook County Action Program Head Start
Presque Isle, Maine

Lorraine DesJardins was homebound with nine children when someone knocked at the door to tell her about Head Start. Soon her 4-year-old son enrolled in the program, and Lorraine, accompanied by her baby daughter, began to work at the center.

Lorraine says, "Head Start opened a lot of doors for me and the children. I had always cared about nutrition, and that's an important aspect of the program. I also volunteered on the bus. After that, I was hired as a teacher's aide. That was important because my older children were trying to go to college, and I wanted to help them."

Lorraine takes pride in her children and their accomplishments. Her son is now a licensed practical nurse who helps care for his small child while his wife attends dental school. Lorraine says her son "was hyperactive as a little boy, but Head Start helped him prepare for all the schooling he would need." One daughter works at L.L. Bean, and another has completed a year of college at the University of Maine.

Lorraine herself has been active since her Head Start years. In the mid 1970's she was an outreach health worker for the State of Maine, annually screening about 1,500 children, from newborns to 21-year-olds. Encouraged by her friends at Head Start, she returned to school and earned social services and nursing credits. As a certified home health aide, she now cares for elderly people.

Lorraine has made her mark as a volunteer and health professional, but the achievement she values most is her award as 1989 Maine Mother of the Year.

Pedro Garcia, Sr.
Maria Luisa Guzman
Pedro Garcia, Jr.
Camino Verde Head Start
Aguas Buenas, Puerto Rico

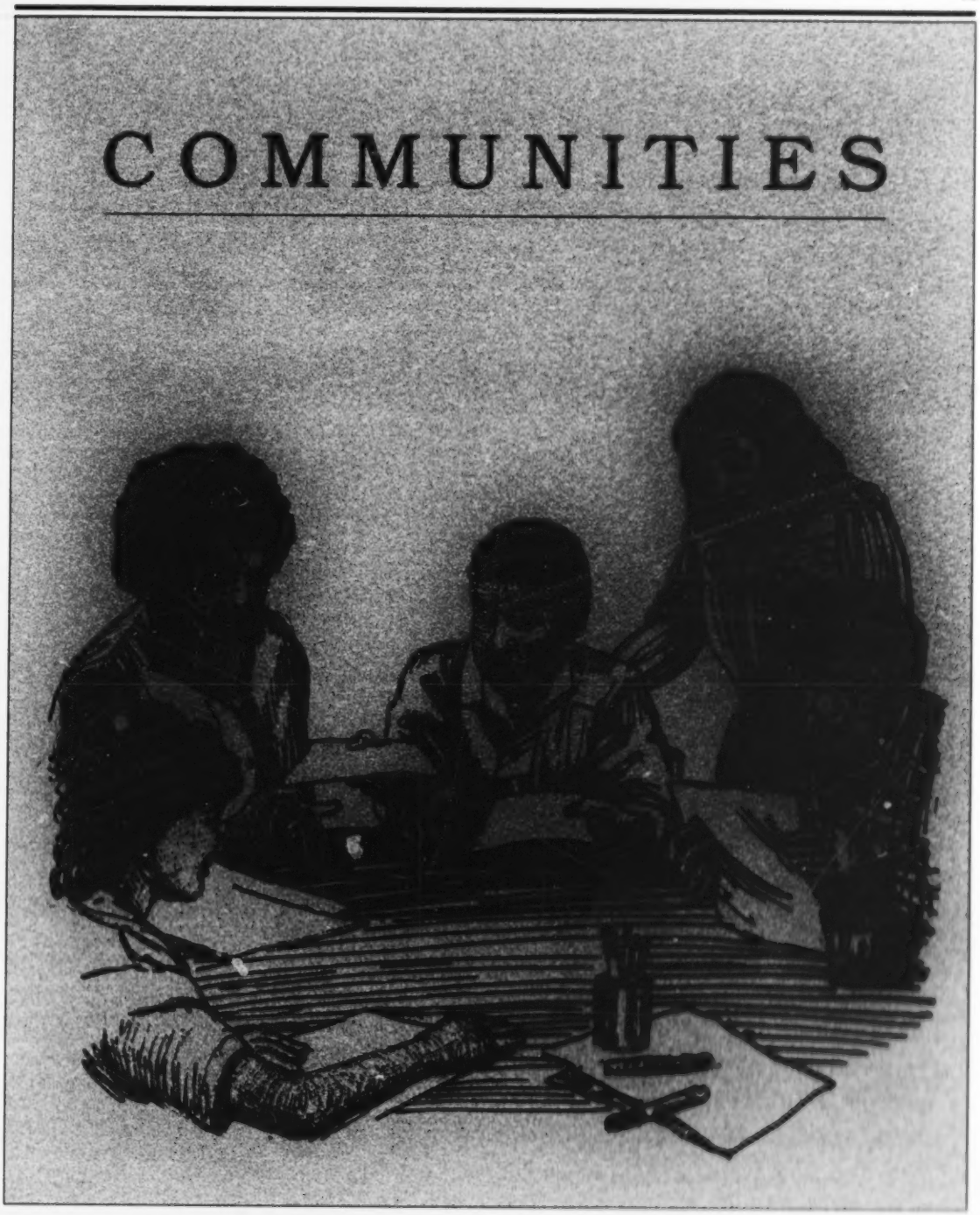
Pedro Garcia, Sr., is a strong advocate of parent involvement. And he practices what he preaches. In 1976 he and his wife, Maria Luisa Guzman, enrolled their 3-year-old son, Pedro, Jr., in the Camino Verde Head Start in Aguas Buenas, Puerto Rico. Soon both parents were volunteering.

Pedro, Sr., began volunteering in the classroom. "I played the guitar and taught the children traditional songs," he says, "but I also participated in other activities, especially games and field trips to farms and fire and police stations." Both he and Maria Luisa served on the

Center Committee—he, as chairman; she, as secretary.

After completing his bachelor's degree in Social Science, Pedro, Sr., worked with Head Start as an assistant director of Parent Involvement and as a trainer. Now the director of the First Baptist Church Head Start in Santurce, he assists other centers with parent involvement. His own program employs 31 staff and serves 189 children. "We also have 27 parent volunteers—all parents who like to be with their children—and 2 adoptive grandparent volunteers. We also have a foster grandparents program that helps children who have special needs," he says.

COMMUNITIES



Communities benefit from the contributions made by Head Start participants and programs to society

Many Head Start parents apply the skills and incentive that have been nurtured by the program in numerous ways to benefit not only themselves but also their communities. Out of poverty and employed (sometimes in positions of considerable authority and influence), these parents as well as former Head Start children make meaningful contributions through their paid and volunteer work.

Katye Magee-Lindsey
Hinds County Project Head Start
Jackson, Mississippi

Katye Magee-Lindsey says, "I thank God for Head Start. Without it and the support and encouragement of the people I worked with at Hinds County Project Head Start in Jackson, Mississippi, I would not be where I am today." Katye began her involvement with Head Start in 1968. With support from Head Start, she now has a master's degree in Library Media.

As a Head Start teacher, Katye had a keen interest in children and a willingness to learn that attracted the attention of her Head Start mentors. They encouraged her to further her education by enrolling in the Career Opportunity Program at Jackson State University in Jackson.

After graduating with a 3.92 grade-point average in Early Childhood Education, Katye became a teacher at Canton High School in 1979. Her teaching position exposed her to literacy problems and high dropout rates in Mississippi, which prompted her to become certified to teach adult education.

Katye is now Canton High School's librarian and part-time adult education teacher. She is a recipient of many awards for outstanding accomplishments and has been inducted into the Phi Kappa Phi Honor Society.

Davie Anne Bartlett
Clackamas County Head Start
Oregon City, Oregon

Clackamas County Head Start opened its program in Oregon City in 1971, just in time for Davie Anne Bartlett to enroll her 4-year-old daughter. Davie, a single parent of five girls, was hired the following school year as a part-time Parent Involvement coordinator.

As funding increased, Davie was promoted to Social Service coordinator, and she spent the next 15 years in positions including assistant director, staff development chairperson, and Family Service coordinator.

While working for Head Start, Davie also attended college in Oregon, obtaining

a bachelor's degree in Social Science in 1987. She is now a pre-kindergarten consultant for the Clackamas County Education Service District and continues to serve Head Start as a board member.

Blas Reyes
Jo Ann Reyes
Elisa Reyes Contreras
Roberto Reyes
Blue Earth Head Start
Blue Earth, Minnesota

Sugarbeets, onions, and potatoes in Minnesota; strawberries, lima beans, and hops in Oregon; cotton in west Texas. Cleaning and hoeing fields. Working in an Indiana cannery. Migrant worker Blas Reyes was on the move, his wife and children with him.

But Blas wanted a better life for himself and his family. It was at the Blue Earth, Minnesota, Head Start that Blas began to climb the career ladder. When little Elisa began Head Start there in 1969, Blas served on the Policy Council. Later the program hired him to serve in its outreach program and then as Assistant Head Start director.

In 1970 he worked for the State of Minnesota as the State Head Start Migrant Program coordinator. His duties were to coordinate Head Start, Day Care, and Chapter I into one entity. He later returned to Texas to attend college and graduated with a master's degree.

Blas worked part time for the Texas Migrant Council while attending school and then became a VISTA supervisor. In 1979 he became Parent Involvement/ Social Service coordinator, a position he still holds. Along the way he served as a member of the Indiana Governor's Task Force on Migrant Affairs. He presented workshops at the National Head Start Conference in San Juan, Puerto Rico, as well as in Texas.

"Head Start really made a world of difference to our family," according to Blas. "It provided opportunities for all of us. We all value education. I first saw the need as a parent and policymaker, then in my outreach work in the field, and now in administration."

The older children—Elisa and Roberto—both graduated from high school. Elisa, who completed 2 years of college, is married and at home with a baby. She plans to go back to school to become a school counselor. Roberto is studying law enforcement at Laredo Junior College.

Other members of the family are attending public schools. "One is in a gifted and talented program," her father says, "and did I tell you my wife just got her Graduate Equivalency Diploma?" Jo Ann, Blas' wife, is planning to begin

college in January 1990, Blas says with obvious pride. Jo Ann may pursue a degree in nursing.

Blas says, "Head Start helps you to get involved [in your future]. It's because of Head Start that I am training other people in assertiveness, leadership, and politics. Head Start has helped me to reach people, to encourage them. It makes me feel good to help others."

Veronika Shepherd
Southwest City School District Head Start
Columbus, Ohio

From passive resister to dynamic leader—that's the course of change wrought by Head Start in the case of The Honorable Veronika Shepherd. She's the mayor of the Village of Urbancrest, population 1,086, near Columbus, Ohio.

By her own account, "they dragged her out of the house" to work at the Southwest City School District Head Start program (part of the Columbus Metropolitan Community Action Organization), which her five children attended. Veronika recalls, "I wanted my children to have the opportunity, but I wanted no part of it. I had no motivation." A parent coordinator encouraged her to volunteer in 1972 when two sons left Head Start and another was enrolling. Veronika served as Policy Committee chairperson, then as a paid staff member, learning from Head Start training programs as she went.

While her younger children were in Head Start, Veronika was attending Ohio State University. Her bachelor's degree in Social Work was awarded in 1981, followed by dual master's degrees in Social Work and Business.

Veronika, who has been mayor since 1987 and has worked with senior citizens as well as the very young, says, "Head Start has made me the innovative, professional person I am today. I have looked at life through both ends of the spectrum. You run into barriers, but you also have good times. Being a Head Start parent means you have no limitations."

There are no limits to Veronika's enthusiasm for Head Start. In a break from official duties that have produced results such as refuse collection, a new road, and a reopened community center for Urbancrest, she reflected on what Head Start means to her community. "Head Start children are more ready for the 'educational whirl' system. Parents' involvement in the program has given more structure to their expectations for their children. You used to have to convince people to put their children in Head Start. Now there's a waiting list."

Dora Trujillo
Center Head Start
Center, Colorado

Surrounded by mountains, the valley sits at 7,600 foot elevation, lush with lettuce, then potatoes, then barley in season. Migrant workers who tend these crops around Center, Colorado, just north of the New Mexico border, frequently stay on in the community, working in the warehouses in the winter.

Dora Trujillo says, "I wouldn't be in the town hall now if it weren't for Head Start training." Her Head Start experience began in 1975 when the first of her two sons enrolled in the local Head Start program. Having come from a poor family, she found in the program an opportunity to complete first her Graduate Equivalency Diploma and then training

through the San Luis Vocational School in Monte Vista. Today, with computer training and college classes to her credit, she works both for the local government and as a secretary for Head Start.

Ruth Lee Vance
Nebraska Panhandle Community Services Agency Head Start
Gering, Nebraska

Ruth Lee Vance began her Head Start career more than 20 years ago when the youngest of her four children entered the program operated by the Nebraska Panhandle Community Services Agency in Gering. Soon Ruth, who had married during high school and was not permitted to return to classes, completed her Graduate Equivalency Diploma. "I got back my self-esteem and motivation," she says. "Head Start was both positive and encouraging, as I worked and later attended college."

Ruth worked as a Parent Involvement/Social Services coordinator for the Head Start program. "A lot of Head Start training and seeing role models such as our parent coordinator helped me deal with my own family. Sometimes it was hard to keep communications going, and family conferences gave us a chance to get everything settled," she explains.

While earning bachelor's and master's degrees in Social Work, Ruth continued to be involved in Head Start "in many ways every day," she says. As Social Service coordinator for the past 18 years, she's seen Head Start grow and interact with other community services, some of which Ruth helped to organize—for example, a Child Protective Team and Health Task Force for the Underserved in Scottsbluff/Gering and the Panhandle Homeless Youth Project, of which she is the director.

Being a foster parent, guardian, reserve deputy sheriff, and a board member of such groups as Family Planning, Drug/Alcohol Substance Abuse, and the Panhandle Task Force for High Education has kept Ruth busy. However, she's never too busy to think about writing a grant proposal for another program if it's needed. "I think I have skills in getting programs started," she says, "but I'm also interested in getting other people to implement the programs."

Gertrude H. Washington
City of Chicago Head Start
Chicago, Illinois

Gertrude H. Washington, mother of two girls, was a parent in the City of Chicago Head Start Program from 1973 to 1976. She worked in the Garfield Parent-Child Center as a teacher's assistant, health aide, and Head Start teacher from 1976 to 1983.

Gertrude received her associate's degree in Early Childhood Education from Loop College and went on to obtain her bachelor's degree from DePaul University and her master of arts from Loyola University, Chicago.

She has been active in the Chicago Association for the Education of Young Children as member-at-large and state legislative representative. In addition, she served as executive coordinator for the association for 2 years and was the conference co-chairperson in 1986 and 1987. Gertrude, now project director for Austin Infant Mortality Network in Chicago, has also taught at Loop, Triton, Olive-Harvey, and DuPage Colleges and

conducted seminars for Catholic Charities, Department of Human Services, and community organizations.

Despite her busy schedule, Gertrude continues to volunteer her services to several community organizations: she serves on the board of directors of the Center for Successful Development, works with the Westside Holistic Family Center and the Cross Roads Fund, and sits on the board of trustees for the Emma Willard School, Albany, New York.

Nora Voderberg
Umatilla Head Start
Milton-Freewater, Oregon

Nora Voderberg, a recipient of Spokane's Outstanding Child Protective Service Worker Award, claims, "I owe it all to Head Start. They encouraged me to take the risk and DO something with my life."

Nora's first experience with Head Start began in 1975 when she enrolled her 3-year-old daughter in the program. Soon after, she became a Head Start classroom volunteer, making snacks and helping out with a variety of activities.

She served on the Policy Council and was later hired as a family services worker. During this time her exposure to Child Protective Services gave her a desire to help these families.

While Nora held down her responsibilities as a family services worker, Head Start sent her to two college courses per quarter. Deciding to finish college at Eastern Washington University, Nora obtained her bachelor's degree and started on her master's degree, finishing in 1985. She then became a Child Protective Services worker.

Nora continues to be involved with Head Start. She served as a community representative on the Policy Council for 5 years and provides Head Start staff training on child abuse issues and risk assessment.

Sylvia Beson
Cherie-Lynne Messing Gabrilska
University of Wisconsin-Oshkosh Head Start
Fox Valley, Wisconsin

Twenty years ago Sylvia Beson's ambition was to work in a factory or a store. Today she's director of the Gingerbread House Childcare Center in Oshkosh, Wisconsin. "Now, I'm thinking of opening my second childcare center," says the former Head Start aide.

Sylvia has a vivid memory of 1967 as the year that dramatically changed her life. As a young, divorced mother struggling to raise her children, she was hired as a Head Start classroom aide in Fox Valley, Wisconsin. Getting involved with Head Start gave her the opportunity to better her situation.

"It turned my life around," she says, recounting her progress on the career

ladder from aide to teacher assistant to parent coordinator. Looking back on her predicament in 1967, she says, "Head Start was a tremendous blessing. [My life] could so easily have gone the other way."

Her Head Start experience helped her learn the intricacies of child development—"what makes children tick"—and gain insights on how to raise her daughters. Sylvia parlayed the experience gained from Head Start into a business venture when she left Head Start in 1972 to start a family day care center. Gingerbread House is a facility licensed for 37 children.

Cherie-Lynne Messing Gabrilska, Sylvia's daughter, also has a success story. A shy preschooler with a speech impediment, she lacked self-assurance. She credits Head Start for instilling in her self-confidence and motivation that enabled her to "go for the things" she wanted to pursue.

Cherie-Lynne is a graduate of the University of Wisconsin, with a bachelor's degree in Interior Design. She works both in interior design and with her mother in early childhood education.

Henry Strom
Toppenish Tribal Head Start Center
Toppenish, Washington

Henry Strom looks at the children in his second grade class, reflecting on his own early years. It was at the Toppenish Tribal Head Start Center that his education began. He learned to cut with scissors, to use crayons and pencils, and to write his first name.

Twenty years later, with a degree from Central Washington University and experience as a student teacher, Henry returned to Toppenish Tribal Head Start as its director. He was the first male to hold that position.

Henry excelled as an administrator, but his first love was always the children. "The more I work with kids, the more I see them as little individuals," he says. "They're really fun to be with." It's not surprising that Henry soon returned to the classroom, leaving Toppenish Head Start for the second time for a position as resource teacher in Wapato, Washington.

Now in a permanent position at Harrah, Washington, Elementary School, Henry says "Dad always wanted me to become a teacher, but it wasn't until my junior year in college that I became truly interested. The further I got into education, the more I liked it. I still feel that way."

Marie Augustine
Salt Lake Area Community Action Agency Head Start
Salt Lake City, Utah

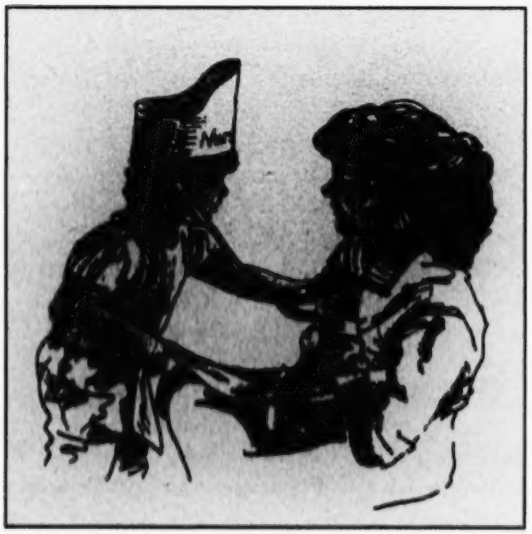
Marie Augustine was a high school dropout with three daughters when her husband left them. The Emery County, Utah, family was dependent on welfare until Marie and others in the local community action program organized the area's first Head Start program.

"It was 1968," Marie says, "and we all volunteered. The city contributed space for a center. Local service clubs provided meals. Senior citizens built the furniture. The Federal Government provided a teacher and a teacher's aide."

Marie became executive director of the program, which was expanding into all of southeast Utah. In 1985 she became director of the Salt Lake Area Community Action Agency Head Start program, the second largest Head Start program in the region. She is also a member of the National Head Start Association Board of Directors.

Reflecting on Head Start's accomplishments, Marie says, "Our success was in focusing on the whole family. If we had involved just a 4-year-old child, the impact would not have been as great. We stressed the self-sufficiency and self-esteem of parents. Parents need to know that it makes a difference—that they're okay."

The flexibility of the Head Start program has been especially helpful in meeting parents' needs, Marie explains. For instance, when the need for a parent literacy program became evident at Head Start, a program was started. The literacy program became a one-on-one program so parents wouldn't have to go outside the supportive network of Head Start parents.



Harriet Rohmer
Humboldt Del Norte County Head Start
Arcata, California

"To me, Head Start is a microcosm of this country," says Harriet Rohmer, former Head Start parent and now award-winning publisher. When her son, now a college student, began attending Trinity Head Start in 1974, Harriet observed that the Head Start center did not have any multicultural bilingual books, even though most of the center's students were bilingual.

"The stories in the books did not reflect the students," she explains. "When [students] picked up a storybook, they did not see themselves." Soon Harriet introduced bilingual books to the San Francisco School District.

Today Harriet owns a publishing company, the Children's Book Press in San Francisco. The company specializes in publishing both traditional and contemporary tales from minority and new immigrant cultures. The Children's Book Press may well be on its way to establishing a new genre in children's literature.

Harriet is proud to have been associated with Head Start. She says the program "made it possible for me to make something out of my life and for my son to interact with children from different cultural backgrounds."

Angel G. Fernandez-Chavero
Mount Hollywood Child Care Development Head Start
Hollywood, California

It's a long, long way from a Los Angeles Head Start project to New Haven, Connecticut. It's even farther when you begin the journey in Mexico City and your native language is Spanish. Angel G. Fernandez-Chavero has made that journey.

The candidate for a degree from Yale University has excelled along the way, receiving full, 4-year tuition from the Disney Foundation as a National Merit Scholar and spending a summer at the Johns Hopkins University as a Telluride Association Scholar in Urban Problems and Planning.

Angel has also given back to the community. At age 19, he revived the Immaculate Heart of Mary Parish youth ministry program. "I coaxed the original members to return and eventually doubled the size of the group," Angel says. His efforts, which included sponsoring prayer meetings, socials, counseling sessions, as well as teaching religious education, brought praise from the associate pastor.

Angel also coached physical education at his former grammar school and taught both bilingual and mainstream classes in grades one to nine as a substitute teacher in English, Reading, Math, and Art for the New Haven Public Schools.

After 5 years' work as a program manager for housing and neighborhood development in New Haven, Angel now serves as assistant director of the Hill Development Corporation. There he encourages and nurtures economic revitalization and the general welfare of the community. His work provides him many opportunities to work with different people at all levels of city, State, and Federal Government.

"I have discovered that in order to accomplish one's goals, hard work and planning must be accompanied by imagination and a sense of humor," he says.

Rosa Champaco Quitano
Merizo Head Start
Merizo, Guam
Inarajan Head Start
Inarajan, Guam

"The one event that helped build the foundation for my career in education was my volunteering to work for the Head Start centers. By getting involved with the programs and activities in the schools, I accumulated a minimal area of knowledge and understanding that eventually brought greater interest," says Rosa Champaco Quitano, a former high school dropout who is now a school administrator with a master's degree in Education.

Rosa's involvement with Head Start as a parent volunteer in the Merizo and Inarajan Head Start centers paved the way for her to pursue her education. With encouragement from the Head Start staff, she studied for and obtained a Graduate Equivalency Diploma (GED) in 1969. "Passing the GED was to be the beginning of an exciting and rewarding future," she says. After obtaining her GED, she graduated from college with a bachelor's degree in Education and held various teaching and administrative positions in elementary schools.

Rosa is now the school administrator at Carlos L. Taitano. She attributes her success to Head Start and says, "Without the incentive and guidance of people who cared and saw the potential I could develop, I might not have gone as far as I have."